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ABSTRACT

This document consists of vocational education teaching aids that originated in a special needs summer workshop at Arizona State Industrial School; the units are aimed at the potential dropout/special needs type of student (rather than the handicapped) who because of cultural, psychological, or aptitudinal reasons is not able to operate on a regular program. Consequently, each unit is defined further into sub-units, and precision-type teaching is used to check students step-by-step on the carrying out of objectives and activities. For instance a veterinarian's helper unit is broken down further into areas of aiding veterinarian with treatment, grooming animals, nursing animals, cleaning reception room, helping clients, and feeding animals. Other units included are shoe repairing, lapidary, florist, silversmithing, nursery worker, gardening, cotton farm laborer, cabinet-countertop production worker, and concrete finisher's helper. (EA)

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SPECIAL TRAINING AIDS FOR REMEDIAL STUDENTS

ARIZONA STATE INDUSTRIAL SCHOOL

VOCATIONAL EDUCATION DEPARTMENT

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THESE TEACHING AIDS WERE DEVELOPED IN A SPECIAL NEEDS WORKSHOP AT THE ARIZONA STATE INDUSTRIAL SCHOOL DURING THE SUMMER OF 1972. THE FOLLOWING WERE PARTICIPANTS IN THE WORKSHOP.

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CLAIRE TORREY

VETERINARIAN'S HELPER

TITLE: AIDING VETERINARIAN WITH TREATMENT

OBJECTIVES:

1. GIVEN A BROOM, A MOP, A BUCKET, A BOTTLE OF LYSOL, A SPRAY CAN OF LYSOL AND CLEANING CLOTHS, THE EMPLOYEE WILL CLEAN THE TREATMENT AREA, ACCORDING TO THE VETERINARIAN'S PRIOR INSTRUCTIONS.
2. ASSIGNED AN ANIMAL, THE EMPLOYEE TRANFERS THE ANIMAL BY CART, LEASH OR IN ARMS TO THE TREATMENT AREA AS INSTRUCTED BY THE VETERINARIAN.
3. ASSIGNED AN ANIMAL, THE EMPLOYEE LIFTS THE ANIMAL WITH HOISTS OR ARMS ON TO THE TREATMENT TABLE SO DISCOMFORT OR INJURY TO THE ANIMAL IS AVOIDED.
4. EMPLOYEE TAKES STRAPS, HANDS OR ARMS TO RESTRAIN THE ANIMAL WHILE THE VETERINARIAN GIVES SHOTS, MEDICATION OR PERFORMS SURGERY WITHOUT UNNECESSARY MOVEMENT.
5. ASSIGNED AN ANIMAL UNDER RESTRAINT, THE EMPLOYEE RELEASES THE ANIMAL AND RETURNS IT TO ITS QUARTERS ON A CART, A LEASH OR IN ARMS WITH THE ANIMALS'S SAFETY AND COMFORT IN MIND.

ACTIVITIES:

_____ 1. GO TO CLEANING SUPPLY CLOSET

_____ 2. TAKE BROOM, DUST PAN, MOP, BUCKET, LYSOL SPRAY, LYSOL BOTTLE AND CLEANING CLOTHS FROM CLOSET

_____ 3. SWEEP FLOOR WITH BROOM

_____ 4. SWEEP DIRT INTO DUST PAN AND EMPTY INTO TRASH CAN

_____ 5. PUT 1/2 CUP LYSOL FROM BOTTLE INTO BUCKET WITH MEASURING CUP

_____ 6. FILL BUCKET WITH WATER FROM SINK FAUCET

_____ 7. MOP FLOOR WITH MOP AND BUCKET FULL OF WATER

_____ 8. SPRAY LYSOL FROM SPRAY CAN ON TREATMENT TABLE AND COUNTERS

_____ 9. WIPE AREA CLEAN AND DRY

_____ 10. RETURN CLEANING MATERIALS TO CLEANING SUPPLY CLOSET

_____ 11. GET CART OR LEASH, IF NEEDED, FROM STORAGE ROOM

_____ 12. TAKE CART, LEASH OR ARMS TO CARRY ANIMAL TO TREATMENT ROOM

_____ 13. TAKE HOISTS, IF NEEDED, FROM TREATMENT ROOM CUPBOARD

_____ 14. LIFT LARGE ANIMAL ON TREATMENT TABLE WITH HOISTS

_____ 15. LIFT SMALL ANIMAL ON TREATMENT TABLE WITH ARMS

_____ 16. RESTRAIN ANIMAL WITH STRAPS ATTACHED TO TABLE IF NEEDED

_____ 17. RESTRAIN ANIMAL WITH HANDS OR ARMS IF POSSIBLE

_____ 18. RELEASE STRAPS, HANDS OR ARMS AFTER TREATMENT

_____ 19. PLACE ANIMAL ON CART, LEASE OR IN ARMS TO REMOVE FROM TABLE

_____ 20. RETURN ANIMAL TO QUARTERS

_____ 21. SHUT AND SECURE LATCH ON QUARTERS

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	
	2	
	3	
	4	
	5	

TITLE: GROOMING ANIMALS

OBJECTIVES:

1. EMPLOYEE IS ASSIGNED AN ANIMAL, A BRUSH AND A COMB AND IS TO BRUSH AND COMB THE ANIMAL SO THAT IT LOOKS NEAT AND IS FREE FROM TANGLES.
2. EMPLOYEE IS ASSIGNED AN ANIMAL WHICH HE HOLDS WHILE THE NURSE OR VETERINARIAN CLIPS THE ANIMAL'S HAIR WITHOUT UNNECESSARY MOVEMENT.
3. EMPLOYEE IS ASSIGNED AN ANIMAL, A TUB, SOAP, WATER AND A TOWEL WITH WHICH TO BATHE THE ANIMAL UNTIL IT IS CLEAN AND FREE FROM SOAP.
4. EMPLOYEE HOLDS AN ASSIGNED ANIMAL WHILE THE NURSE OR VETERINARIAN CLIPS ITS NAIL WITHOUT UNNECESSARY MOVEMENT.
5. EMPLOYEE HOLDS ASSIGNED ANIMAL WHILE STANDING ON THE SCALES WHILE THE NURSE OR VETERINARIAN WEIGHS IT WITHOUT UNNECESSARY MOVEMENT.

ACTIVITIES:

_____ 1. GET BRUSH AND COMB FROM SUPPLY CABINET

_____ 2. GET ANIMAL FROM QUARTERS

_____ 3. BRUSH AND COMB ANIMAL

_____ 4. RETURN ANIMAL TO QUARTERS

_____ 5. SECURE LATCH ON OUTSIDE OF QUARTERS

_____ 6. GET ANIMALS FROM QUARTERS

_____ 7. HOLD ANIMAL WHILE ITS HAIR IS CUT

_____ 8. RETURN ANIMAL TO QUARTERS

_____ 9. SECURE LATCH ON OUTSIDE OF QUARTERS

_____ 10. GET ANIMAL FROM QUARTERS

_____ 11. HOLD ANIMAL FOR NAIL CLIPPING

_____ 12. RETURN ANIMAL TO QUARTERS

_____ 13. SECURE LATCH ON QUARTERS

_____ 14. GET TUB, SOAP, WATER, BRUSH OR CLOTH AND TOWEL FROM CABINET AND SINK

_____ 15. GET ANIMAL FROM QUARTERS

_____ 16. BATHE ANIMAL IN TUB WITH SOAP AND WATER

_____ 17. RINSE SOAP FROM ANIMAL

_____ 18. DRY ANIMAL WITH TOWEL

_____ 19. RETURN ANIMAL TO QUARTERS

_____ 20. SECURE LATCH ON OUTSIDE OF QUARTERS

_____ 21. GET ANIMAL FROM QUARTERS

_____ 22. TAKE ANIMAL IN ARMS

_____ 23. STAND ON SCALES WITH ANIMAL

_____ 24. RETURN ANIMAL TO QUARTERS

_____ 25. SECURE LATCH ON OUTSIDE QUARTERS

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	
	3	
	4	
	5	

TITLE: NURSING ANIMALS

OBJECTIVES:

1. EMPLOYEE IS GIVEN PRE-MEASURED MEDICATION OF INDIVIDUAL ANIMALS WHICH HE GIVES TO EACH ANIMAL, ACCORDING TO THE VETERINARIAN'S INSTRUCTIONS.
2. EMPLOYEE IS ASSIGNED AN ANIMAL TO EXERCISE AS DIRECTED BY VETERINARIAN.

ACTIVITIES:

_____ 1. PILL, PRE-MEASURED LIQUID FROM NURSE OR VETERINARIAN

_____ 2. PLACES PILL OR LIQUID DIRECTLY IN ANIMAL'S MOUTH

_____ 3. PLACES PILL OR LIQUID IN SMALL AMOUNT OF FOOD

_____ 4. GIVES ANIMAL MEDICATION IN FOOD TO SWALLOW

_____ 5. TAKES ANIMAL ON LEASH FOR EXERCISE IN QUARTERS

_____ 6. REMOVES ANIMAL FROM QUARTERS FOR EXERCISE ON LEASE

_____ 7. RETURNS ANIMAL TO QUARTERS AFTER EXERCISE

_____ 8. SECURES LATCH OUTSIDE ANIMAL'S QUARTERS

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	
	2	

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TITLE: CLEANING RECEPTION ROOM

OBJECTIVES:

1. GIVEN A BROOM, A MOP, A BUCKET, A BOTTLE OF LYSOL, A SPRAY CAN OF LYSOL, CLEANING CLOTHS AND A FEATHER DUSTER, THE EMPLOYEE WILL CLEAN THE RECEPTION ROOM, ACCORDING TO THE VETERINARIAN'S PRIOR INSTRUCTIONS.
2. GIVEN MAGAZINES, BORCHURES AND BOOKS, THE EMPLOYEE WILL STRAIGHTEN UP THE RECEPTION ROOM TO THE VETERINARIAN'S SATISFACTION.

ACTIVITIES:

_____ 1. GO TO CLEANING SUPPLY CLOSET

_____ 2. TAKE BROOM, DUST PAN, MOP, BUCKET, LYSOL SPRAY, LYSOL BOTTLE, FEATHER DUSTER AND CLEANING CLOTHS FROM CLOSET.

_____ 3. SWEEP FLOOR WITH BROOM

_____ 4. SWEEP DIRT INTO DUST PAN AND EMPTY INTO TRASH CAN

_____ 5. EMPTY AND WASH ASHTRAYS

_____ 6. EMPTY TRASH CANS

_____ 7. PUT 1/2 CUP LYSOL FROM BOTTLE INTO BUCKET WITH MEASURING CUP

_____ 8. FILL BUCKET WITH WATER FROM SINK FAUCET

_____ 9. MOP FLOOR WITH MOP AND BUCKET FULL OF WATER

_____ 10. LET FLOOR DRY

_____ 11. SPRAY LYSOL FROM CAN ON COUNTERS AND WIPE DRY WITH CLOTH

_____ 12. DUST FURNITURE AND SHELVES WITH FEATHER DUSTER

_____ 13. STRAIGHTEN MAGAZINES, BOOKS AND BROCHURES

_____ 14. RETURN CLEANING MATERIALS TO CLOSET

EVALUATION:

IF DONE	OBJECTIVE	
	1	
	2	

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TITLE: HELPING CLIENTS

OBJECTIVES:

1. ASSIGNED AN ANIMAL, THE EMPLOYEE TAKES THE ANIMAL FROM THE CLIENT UPON ARRIVAL SO THE ANIMAL IS RESTRAINED AND NOT FRIGHTENED.
2. ASSIGNED AN ANIMAL, THE EMPLOYEE BRINGS THE ANIMAL TO THE CLIENT UPON DEPARTURE SO THE ANIMAL IS RESTRAINED AND NOT FRIGHTENED.
3. ASSIGNED A TELEPHONE, THE EMPLOYEE ANSWERS IT IN THE ABSENCE OF THE RECEPTIONIST IN A COURTEOUS AND UNDERSTANDABLE MANNER.

ACTIVITIES:

_____ 1. TAKE THE ANIMAL BY LEASH, IN CAGE OR IN ARMS FROM CLIENT

_____ 2. RESTRAIN THE ANIMAL UNTIL VETERINARIAN GIVES DIRECTIONS

_____ 3. GET ANIMAL FROM QUARTERS

_____ 4. TAKE THE ANIMAL BY LEASH, IN CAGE OR IN ARMS TO CLIENT

_____ 5. ANSWER TELEPHONE IN ABSENCE OF RECEPTIONIST

_____ 6. SPEAK CLEARLY

_____ 7. BE COURTEOUS

_____ 8. ASK CLIENT TO WAIT

_____ 9. CALL RECEPTIONIST, NURSE OR VETERNINARIAN

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	
	2	
	3	

TITLE: FEEDING ANIMALS

OBJECTIVES:

1. EMPLOYEE IS GIVEN FEEDING MATERIALS, INCLUDING A DISH, FOOD, WATER AND MILK, WHICH HE MIXES TOGETHER AND PLACES IN THE FEEDING DISH, ACCORDING TO THE VETERINARIAN'S PRIOR INSTRUCTIONS.
2. EMPLOYEE TAKES MEASURED FEEDING AND PLACES FEEDING DISH IN ANIMALS'S QUARTERS SO ANIMAL CAN REACH THE FOOD EASILY.
3. GIVEN A BROOM, DUST PAN, TRASH CAN, MOP, BUCKET SINK AND BOTTLE OF LYSOL, THE EMPLOYEE CLEANS THE ANIMAL'S QUARTERS TO MEET VETERINARIAN'S APPROVAL.

ACTIVITIES:

_____ 1. REMOVE FEEDING DISH FROM CABINET

_____ 2. PLACE PRE-MEASURED FOOD AND/OR WATER AND/OR MILK IN DISH

_____ 3. MIX MATERIALS TOGETHER

_____ 4. FILL SEPARATE DISH WITH PLAIN WATER

_____ 5. PLACE FOOD DISH AND WATER DISH IN ANIMAL'S QUARTERS

_____ 6. PLACE DISHES CLOSE ENOUGH TO ANIMAL TO BE REACHED

_____ 7. SECURE LATCH ON OUTSIDE OF QUARTERS

_____ 8. REMOVE FEEDING DISH WHEN ANIMAL IS FINISHED

_____ 9. SECURE LATCH ON OUTSIDE OF QUARTERS

_____ 10. GO TO CLEANING SUPPLY CLOSET

_____ 11. TAKE BROOM, DUST PAN, MOP, BUCKET AND LYSOL BOTTLE

_____ 12. SWEEP FLOOR WITH BROOM

_____ 13. SWEEP FOOD AND TRASH INTO DUST PAN

_____ 14. PLACE TRASH INTO TRASH CAN

_____ 15. PLACE THREE CAPSFUL OF LYSOL LIQUID INTO BUCKET

_____ 16. FILL BUCKET HALF-FULL OF WATER FROM SINK FAUCET

_____ 17. MOP FLOOR OF ANIMAL'S QUARTERS

_____ 18. RETURN CLEANING MATERIALS TO CLEANING SUPPLY CABINET

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	
	2	
	3	

I.W. SHEWMAKE

SHOE REPAIRING

TITLE: REMOVING AND REPLACING HEEL

OBJECTIVES:

1. GIVEN A SHOE THAT NEEDS THE HEEL REMOVED AND A HEEL PULLER TO REMOVE THE OLD HEEL WITH, THE STUDENT WILL REMOVE THE OLD HEEL.
2. WITH HIS EYES, STUDENT WILL CHECK BASE OF SHOE TO MAKE SURE IT IS CLEAN AND SECURE.
3. GIVEN A SHOE AND A CHOICE OF HEELS, STUDENT WILL PICK A HEEL THAT FITS.
4. GIVEN AN AUTOSOLER, THE STUDENT WILL PLACE A NEW HEEL AND SHOE ON THE AUTO SOLE AND NAIL IT SECURELY.
5. GIVEN A SANDING MACHINE AND SHOE, STUDENT APPLIES SHOE TO SANDER AND SANDS TO A SMOOTH FINISH.
6. GIVEN POLISH, A SHOE, POLISHING MACHINE AND A SMALL POLISH BRUSH, STUDENT WILL APPLY POLISH TO SHOE WITH BRUSH AND COMPLETE POLISHING ON MACHINE UNTIL SHOE HAS A HIGH POLISH.

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ACTIVITIES:

_____ 1. GET SHOE FROM INSTRUCTOR

_____ 2. TAKE HEEL PULLER FROM TOOL HOLDER

_____ 3. APPLY HEEL PULLER TO HEEL

_____ 4. DISPOSE OF OLD HEEL

_____ 5. PUT HEEL PULLER BACK IN TOOL HOLDER

_____ 6. LOOK AT BASE OF SHOE

_____ 7. CLEAN IF DIRTY

_____ 8. LOOK OR FEEL IF BASE OF SHOE IS SECURE

_____ 9. GO TO HEEL STOCK

_____ 10. PICK HEEL TO FIT BASE OF SHOE

_____ 11. PICK PROPER STYLE OF HEEL FOR SHOE

_____ 12. TAKE HEEL AND SHOE TO AUTO-SOLER

_____ 13. PLACE SHOE ON AUTO-SOLER

_____ 14. PLACE HEEL ON SHOE

_____ 15. SET AUTO-SOLER TO PROPER NAIL LENGTH

_____ 16. TURN ON AUTO-SOLER

_____ 17. NAIL HEEL

_____ 18. TURN OFF AUTO-SOLER

_____ 19. REMOVE SHOE FROM AUTO-SOLER

_____ 20. CHECK TO MAKE SURE HEEL IS NAILED SECURELY TO SHOE

_____ 21. TAKE SHOE TO SANDING MACHINE

_____ 22. TURN ON THE SANDING MACHINE

_____ 23. TAKE SHOE IN HAND

_____ 24. APPLY SHOE TO THE SANDER

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_____ 25. SAND TO A SMOOTH FINISH

_____ 26. TAKE THE SHOE TO THE POLISH MACHINE

_____ 27. TAKE POLISH BRUSH

_____ 28. APPLY POLISH TO THE SHOE

_____ 29. APPLY SHOE TO THE POLISH MACHINE

_____ 30. POLISH TO A FINE FINISH

_____ 31. PLACE SHOE ON FINISH SHELF

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	
	2	
	3	
	4	
	5	
	6	

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TITLE: SANDING AND POLISHING SHOE

OBJECTIVES:

1. GIVEN A SANDING MACHINE AND A REPAIRED SHOE, SAND THE EDGES AND SHANK OF SHOE TO NEW SHOE STANDARD.
2. GIVEN POLISH AND SMALL BRUSH, APPLY POLISH TO THE EDGE AND SHANK OF SHOE WITH SMALL BRUSH UNTIL AREA TO BE POLISHED IS COMPLETELY COVERED WITH POLISH.
3. GIVEN A BUFFING MACHINE AND A POLISHED SHOE, APPLY SHOE TO THE BUFFER AND BUFF TO A SMOOTH EVEN POLISH.
4. GIVEN STICK POLISH AND BUFFING MACHINE, APPLY THE STICK POLISH TO BUFFING WHEEL AND APPLY ENOUGH POLISH TO GET A HIGH SMOOTH SHINE.

ACTIVITIES:

_____ 1. GET A SHOE

_____ 2. TAKE SHOE TO SANDING MACHINE

_____ 3. TURN MACHINE ON

_____ 4. SAND SHOE TO SMOOTH FINISH

_____ 5. TURN MACHINE OFF

_____ 6. TAKE SHOE TO BUFFING MACHINE

_____ 7. TAKE BRUSH OUT OF POLISH JAR

_____ 8. APPLY POLISH TO SHOE

_____ 9. SET SHOE UP ON SHELF AND LET DRY

_____ 10. TAKE SHOE OFF SHELF

_____ 11. GO TO BUFFING MACHINE

_____ 12. TURN BUFFER ON

_____ 13. TAKE SHOE IN HAND

_____ 14. APPLY SHOE TO BUFFER

_____ 15. BUFF THE POLISHED AREA TO A SMOOTH EVEN POLISH

_____ 16. TAKE STICK POLISH FROM TOP OF BUFFING MACHINE

_____ 17. APPLY POLISH TO BUFFING WHEEL

_____ 18. TAKE SHOE AND APPLY TO BUFFING WHEEL

_____ 19. BUFF TO A HIGH SHINE

_____ 20. TURN OFF BUFFING MACHINE

_____ 21. PLACE FINISHED SHOE TO SHELF

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	
	3	
	4	

MARY TAYLOR

LAPIDARY

TITLE: CHOOSING THE ROCK SLAB

OBJECTIVES:

1. GIVEN TWO OR THREE ROCK SLABS, THE STUDENT CHOOSES DESIRED PATTERN OR COLOR TO CUSTOMER'S TASTE.
2. GIVEN CHOSEN ROCK SLAB AND A SET OF TEMPLATES, TRACE THE DESIRED SHAPE FROM A PATTERN ONTO THE ROCK SLAB SO THAT YOU HAVE A PERFECT OUTLINE.

ACTIVITIES:

_____ 1. GO TO THE CUPBOARD AND TAKE OUT TWO OR THREE ROCK SLABS

_____ 2. TAKE THE ROCK SLABS TO THE TABLE

_____ 3. LOOK THE ROCK SLABS OVER AND CHOOSE WHICH ONE YOU WANT TO WORK WITH

_____ 4. PLACE YOUR CHOSEN ROCK SLAB ASIDE

_____ 5. RETURN THE OTHER ROCK SLABS TO THE CUPBOARD

_____ 6. GET A SET OF TEMPLATES FROM THE CUPBOARD

_____ 7. GET YOUR CHOSEN ROCK SLAB

_____ 8. PICK OUT THE PATTERN ON THE ROCK SLAB

_____ 9. LAY THE PATTERN ON THE ROCK SLAB

_____ 10. GET A PENCIL

_____ 11. WITH THE PENCIL, TRACE THE PATTERN ONTO THE ROCK SLAB

_____ 12. RETURN THE TEMPLATES TO THE CUPBOARD

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	

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TITLE: ROUGH SHAPING THE STONE

OBJECTIVES:

1. GIVEN THE ROCK SLAB AND A DIAMOND SAW, TRIM ROUGH OUTLINE WITH DIAMOND SAW SO THAT YOU HAVE A CUT CLOSE TO YOUR OUTLINE.
2. GIVEN THE LAPIDARY MACHINE AND WATER FAUCET, TURN ON THE MACHINE AND THE WATER FAUCET SO THAT THE WATER IS ONLY A MIST.
3. TAKING THE ROUGH SLAB AND USING THE LAPIDARY MACHINE, ROUGH GRIND TO THE DRAWN OUTLINE SO THAT A ROUGH SHAPE OF THE STONE IS LEFT.
4. TAKING THE ROUGH-CUT STONE, ROUGH GRIND THE TOP OF THE STONE, SO THAT THE STONE HAS A ROUNDED SURFACE.

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ACTIVITIES:

_____ 1. GET YOUR ROCK SLAB FROM THE TABLE

_____ 2. TAKE YOUR ROCK SLAB TO THE DIAMOND SAW

_____ 3. TURN THE SAW ON

_____ 4. CAREFULLY SAW AROUND THE OUTLINE YOU HAVE DRAWN

_____ 5. TURN THE SAW OFF

_____ 6. WIPE OFF SAW BLADE AND THE ROCK

_____ 7. GO TO THE LAPIDARY MACHINE

_____ 8. TURN ON THE MACHINE

_____ 9. TURN ON THE WATER FAUCET

_____ 10. ADJUST THE WATER FAUCET SO THAT ONLY A FINE MIST IS COMING OUT

_____ 11. GET YOUR ROCK SLAB

_____ 12. GRIND TO THE DRAWN OUTLINE

_____ 13. CHECK THAT YOU HAVE A ROUGH SHAPE OF YOUR OUTLINE LEFT

_____ 14. TURN OFF THE MACHINE

_____ 15. GET YOUR STONE

_____ 16. TAKE THE STONE TO THE LAPIDARY MACHINE

_____ 17. TURN THE MACHINE ON AND ADJUST THE WATER TO A MIST

_____ 18. GRIND THE TOP OF THE STONE

_____ 19. CHECK THAT YOU HAVE A ROUNDED SURFACE

_____ 20. TURN OFF THE MACHINE

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	
	3	
	4	

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TITLE: FINE GRINDING THE STONE

OBJECTIVES:

1. GIVEN THE LAPIDARY MACHINE AND WATER FAUCET, TURN ON THE MACHINE AND THE WATER FAUCET, SO THAT THE WATER IS ONLY A MIST.
2. GIVEN THE LAPIDARY MACHINE AND THE ROUGH CUT STONE, FINE GRIND THE TOP OF THE STONE SO THAT YOU HAVE A SMOOTH ROUNDED SURFACE.
3. GIVEN THE LAPIDARY MACHINE AND THE ROUGH CUT STONE, FINE GRIND THE OUTLINE OF THE STONE SO THAT YOU HAVE A SMOOTH OUTLINE.

ACTIVITIES:

_____ 1. GO TO THE LAPIDARY MACHINE
_____ 2. TURN ON THE MACHINE
_____ 3. TURN ON THE WATER FAUCET
_____ 4. ADJUST THE WATER TO A FINE MIST
_____ 5. GET YOUR STONE
_____ 6. GRIND THE TOP OF THE STONE
_____ 7. CHECK THAT YOU HAVE A SMOOTH SURFACE
_____ 8. TURN OFF THE MACHINE
_____ 9. TURN OFF THE WATER
_____ 10. GO TO THE LAPIDARY MACHINE
_____ 11. TURN ON THE MACHINE
_____ 12. TURN ON THE WATER
_____ 13. ADJUST THE WATER TO A FINE MIST
_____ 14. GET YOUR STONE

_____ 15. GRIND THE OUTLINE OF THE STONE

_____ 16. CHECK THAT YOU HAVE A SMOOTH OUTLINE

_____ 17. TURN OFF THE MACHINE

_____ 18. TURN OFF THE WATER

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	
	3	

TITLE: DRY SANDING THE STONE

OBJECTIVES:

1. GIVEN THE #80 SANDING DISC AND THE SANDING MACHINE, PLACE THE SANDING DISC ON THE SANDER SO THAT IT IS IN PROPER POSITION.
2. GIVEN THE STONE, A DOP STICK, AND STICK SHELLAC, ATTACH THE STONE TO THE DOP STICK WITH THE SHELLAC SO THAT THE STONE IS FIRMLY ATTACHED.
3. GIVEN THE SANDING MACHINE, A #180 SANDING DISC, AND THE STONE ON THE DOP STICK, CAREFULLY SMOOTH AWAY ALL GRINDING MARKS SO THAT YOU HAVE A SMOOTH SHAPE LEFT TO THE STONE.

ACTIVITIES:

_____ 1. GO TO THE CUPBOARD.

_____ 2. TAKE OUT A #180 SANDING DISC.

_____ 3. TAKE THE DISC TO THE SANDING MACHINE.

_____ 4. PLACE THE DISC ON THE SANDER.

_____ 5. CHECK TO BE SURE DISC IS ON PROPERLY.

_____ 6. GET YOUR STONE.

_____ 7. GET A DOP STICK.

_____ 8. GET THE STICK SHELLAC.

_____ 9. PLACE SOME STICK SHELLAC ON THE STONE.

_____ 10. ATTACH THE DOP STICK TO THE STONE.

_____ 11. GET YOUR STONE THAT IS ON THE DOP STICK.

_____ 12. TURN ON THE MACHINE.

_____ 13. HOLD THE STONE NEXT TO THE SANDING WHEEL.

_____ 14. KEEP ROTATING THE STONE.

_____ 15. SAND THE SONE AS SMOOTH AS POSSIBLE.

_____ 16. TURN OFF THE MACHINE.

_____ 17. REMOVE THE NUBER 180 SANDING DISC.

_____ 18. TAKE THE SANDING DISC BACK TO THE CUPBOARD.

_____ 19. TAKE OUT A #220 SANDING DISC.

_____ 20. REPEAT STEPS 3 THROUGH 16.

_____ 21. REMOVE THE #220 SANDING DISC.

_____ 22. TAKE THE SANDING DISC BACK TO THE CUPBOARD.

_____ 23. TAKE OUT A #400 SANDING DISC.

_____ 24. REPEAT STEPS 3 THROUGH 16.

_____ 25. REMOVE THE #400 SANDING DISC.

_____ 26. TAKE THE SANDING DISC BACK TO THE CUPBOARD.

_____ 27. TAKE OUT A #600 SANDING DISC.

_____ 28. REPEAT STEPS 3 THROUGH 16.

_____ 29. REMOVE THE #600 SANDING DISC.

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	
	3	

TITLE: POLISHING THE STONE

OBJECTIVES:

1. GIVEN A LEATHER POLISHING DISC, WATER, AND POLISHING COMPOUND, MOISTEN THE LEATHER DISC WITH WATER AND COVER WITH POLISHING COMPOUND UNTIL THE LEATHER IS WET.
2. GIVEN A WET LEATHER DISC AND THE SANDER, ATTACH THE LEATHER DISC TO THE SANDER SO THAT IT IS IN PROPER POSITION.
3. GIVEN THE SANDING MACHINE, WITH THE WET LEATHER DISC, AND THE STONE ON THE DOP STICK, POLISH THE STONE UNTIL A GLOSS APPEARS.

ACTIVITIES:

_____ 1. GO TO THE CUPBOARD AND TAKE OUT A LEATHER POLISHING DISC.

_____ 2. TAKE OUT THE POLISHING COMPOUND.

_____ 3. MOISTEN THE LEATHER DISC.

_____ 4. COVER THE LEATHER DISC WITH THE POLISHING COMPOUND.

_____ 5. BE SURE THE DISC IS EVENLY WET AND COATED.

_____ 6. RETURN THE POLISHING COMPOUND TO THE CUPBOARD.

_____ 7. GET THE WET LEATHER DISC.

_____ 8. GO TO THE SANDING MACHINE

_____ 9. ATTACH THE LEATHER DISC TO THE SANDER.

_____ 10. BE SURE IT IS IN PROPER POSITION.

_____ 11. TURN ON THE MACHINE.

_____ 12. TAKE THE STONE ON THE DOP STICK AND ROTATE IT ON THE LEATHER.

_____ 13. TAKE THE STONE AND KEEP POLISHING IT UNTIL IT LOOKS GLOSSY.

_____ 14. TURN OFF THE MACHINE.

_____ 15. REMOVE THE LEATHER DISC.

_____ 16. RETURN THE LEATHER DISC TO THE CUPBOARD.

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	
	3	

TITLE: CLEANING THE STONE

OBJECTIVES:

1. GIVEN THE STONE ON THE DOP STICK AND A REFRIGERATOR, CHILL THE STONE IN THE REFRIGERATOR UNTIL THE WAX BECOMES BRITTLE AND RELEASES THE STONE.
2. GIVEN THE STONE, SOAP, AND WATER, WASH THE STONE UNTIL IT IS CLEAN AND FREE OF ALL RESIDUE.

ACTIVITIES:

_____ 1. GET THE STONE ON THE DOP STICK.

_____ 2. PLACE THE STONE IN THE REFRIGERATOR.

_____ 3. LEAVE STONE IN THE REFRIGERATOR UNTIL WAX BECOMES BRITTLE.

_____ 4. REMOVE STONE FROM THE WAX.

_____ 5. GET SOAP AND WATER.

_____ 6. SCRAPE OFF ANY EXCESS WAX ON THE STONE.

_____ 7. WASH THE STONE THOROUGHLY UNTIL IT IS CLEAN.

_____ 8. CHECK TO BE SURE ALL RESIDUE IS OFF THE STONE.

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	

PAT ADAMS

FLORIST

TITLE: SAFETY HABITS

OBJECTIVES:

1. GIVEN YOURSELF, ALWAYS BE CAREFUL. DON'T RUN OR PUSH SO THAT YOU ARE SAFE AT ALL TIMES.
2. GIVEN USED SUPPLIES, RETURN ALL GOOD MATERIALS WHERE THEY BELONG. THROW AWAY ALL TRASH AND RESTORE NEATNESS AND ORDER TO THE WORK AREA.

ACTIVITIES:

_____ 1. DON'T RUN

_____ 2. DON'T PUSH

_____ 3. FOLLOW SAFTY RULES

_____ 4. LOOK AT SUPPLIES YOU USED

_____ 5. PUT RIBBON AWAY

_____ 6. PUT WIRE AWAY

_____ 7. PUT TOOLS WHERE THEY BELONG

_____ 8. GET BROOM FROM BROOM CLOSET

_____ 9. SWEEP FLOOR WITH BROOM

_____ 10. PICK UP SWEPT UP TRASH

_____ 11. EMPTY TRASH IN TRASH CAN

_____ 12. EMPTY TRASH CAN WHEN FULL OF TRASH

_____ 13. TAKE TRASH CAN OUTSIDE

_____ 14. DUMP TRASH IN OUTSIDE TRASH CAN

_____ 15. BRING TRASH CAN BACK INSIDE

_____ 16. REPLACE TRASH CAN WHERE YOU GOT IT

_____ 17. RETURN BROOM TO BROOM CLOSET

_____ 18. CLOSE CLOSET DOOR

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	
	2	

TITLE: CONTAINER CARE

OBJECTIVES:

1. GIVEN FLOWERS IN POTS IN WALK IN BOX, REMOVE FLOWER POTS FROM WALK IN BOX AND PLACE POTS ON WORK TABLE TO GET POTS READY TO CLEAN.
2. GIVEN A VASE OF FLOWERS YOU TAKE OUT ALL OLD DEAD FLOWERS AND SAVE FLOWERS YOU CAN USE.
3. GIVEN DIRTY POTS OF WATER, YOU DUMP WATER OUT OF POTS AND WASH POTS, PUTTING CLEAN POTS ASIDE FOR FUTURE USE.
4. GIVEN EMPTY POT, FILL POT WITH WATER AND SET POT ASIDE UNTIL NEEDED FOR FRESH FLOWERS.
5. GIVEN FRESH FLOWERS AND POT OF WATER, PLACE THE FRESH FLOWERS IN THE POT OF WATER AND RETURN POT OF FLOWERS TO WALK IN BOX FOR FUTURE USE.

ACTIVITIES:

_____ 1. GO TO WALK IN BOX

_____ 2. TAKE POTS WITH FLOWERS IN THEM

_____ 3. CLOSE WALK IN BOX DOOR

_____ 4. PICK UP POTS OF FLOWERS AND PLACE ON WORK TABLE

_____ 5. TAKE OUT ALL DEAD FLOWERS

_____ 6. THROW DEAD FLOWERS IN TRASH

_____ 7. TAKE OUT FRESH GOOD FLOWERS

_____ 8. LAY FRESH FLOWERS TO ONE SIDE

_____ 9. GET CLEAN POT OF WATER FROM TABLE

_____ 10. PUT GOOD FLOWERS IN POT OF WATER

_____ 11. TAKE POT WITH FLOWERS

_____ 12. PUT POT OF FLOWERS IN WALK IN BOX

_____ 13. CLOSE DOOR OF WALK IN BOX

_____ 14. PICK UP DIRTY POT OF WATER

_____ 15. GO TO THE SINK

_____ 16. THROW THE WATER AWAY

_____ 17. DRY THE POT

_____ 18. WALK TO POT STORAGE SHELF

_____ 19. SET CLEAN POT ON SHELF

_____ 20. GO BACK TO TABLE

_____ 21. DO OTHER POTS AS YOU DID THAT ONE

_____ 22. MAKE SURE ALL POTS ARE CLEAN

_____ 23. SET ALL CLEAN, FULL POTS ON SHELF FOR FUTURE USE

_____ 24. PICK UP POT WITH NO WATER IN IT

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	
	3	
	4	
	5	

ACTIVITIES:

_____ 1. WALK TO WORK TABLE

_____ 2. SEE IF IT IS DIRTY

_____ 3. GO GET TRASH CAN

_____ 4. TAKE TRASH CAN TO WORK AREA

_____ 5. GO GET WET RAG

_____ 6. TAKE TRASH FROM TABLE IN YOUR HAND

_____ 7. THROW TRASH IN TRASH CAN

_____ 8. TAKE USABLE MATERIALS AND PUT AWAY

_____ 9. PUT TOOLS AWAY

_____ 10. EMPTY TRASH CAN

_____ 11. WIPE TABLE CLEAN

_____ 12. GET BROOM OUT OF BROOM CLOSET

_____ 13. SWEEP FLOOR

_____ 14. RETURN BROOM TO BROOM CLOSET

_____ 15. GET MOP AND BUCKET

_____ 16. FILL UP MOP BUCKET

_____ 17. MOP FLOOR UNTIL CLEAN

_____ 18. EMPTY MOP BUCKET AND RINSE MOP

_____ 20. PUT MOP AND BUCKET AWAY

_____ 21. STRAIGHTEN ROOM

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	
	3	

TITLE: CUSTOMER COURTESY

OBJECTIVES:

1. GIVEN A CUSTOMER, BE POLITE. TELL HIM THE PRICE, TELL HIM THAT YOU DELIVER, COMPLETE THE SALE AND THANK THE CUSTOMER FOR HIS BUSINESS. BE SURE YOU HAVE PLEASED THE CUSTOMER UNTIL HE LEAVES THE STORE.

ACTIVITIES:

_____ 1. GO UP TO CUSTOMER IN STORE

_____ 2. SMILE

_____ 3. ASK IF YOU MAY HELP HIM

_____ 4. SHOW HIM THE KIND OF FLOWERS HE WANTS

_____ 5. SHOW OR TELL HIM THE PRICE (THESE ARE USUALLY ON THE PLANTS OR BOTTOM OF CONTAINERS)

_____ 6. TELL HIM YOU DELIVER

_____ 7. GET A SALES BOOK

_____ 8. WRITE DOWN WHAT HE BOUGHT

_____ 9. WRITE DOWN THE PRICE

_____ 10. FIGURE THE TAX

_____ 11. ADD TAX AND PRICE OF PURCHASE

_____ 12. GO TO CASH REGISTER

_____ 13. TAKE HIS MONEY

_____ 14. GIVE HIM CHANGE FROM REGISTER IF NECESSARY

_____ 15. GIVE HIM A CARD TO SIGN

_____ 16. PUT CARD ON PURCHASE

_____ 17. ADDRESS CARD TO PERSON THAT IS TO GET FLOWERS

_____ 18. THANK CUSTOMER FOR HIS BUSINESS

_____ 19. TELL HIM TO COME AGAIN

_____ 20. PLACE THIS PURCHASE WITH OTHERS TO BE DELIVERED

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	

TITLE: TAKE OUT TRASH

OBJECTIVES:

1. GIVEN A FULL TRASH CAN YOU WILL TAKE FULL CAN OF TRASH OUTSIDE TO THE OUTSIDE CONTAINER AND THROW AWAY TRASH, BRINGING EMPTY CAN BACK INSIDE. DO THIS UNTIL ALL TRASH CANS ARE EMPTIED AND PUT IN PROPER PLACE.

ACTIVITIES:

_____ 1. PICK UP FULL TRASH CAN

_____ 2. TAKE FULL TRASH CAN OUTSIDE

_____ 3. GO TO OUTSIDE CAN

_____ 4. DUMP TRASH IN OUTSIDE CAN

_____ 5. GO BACK INSIDE

_____ 6. PLACE TRASH CAN WHERE IT BELONGS

_____ 7. REPETE PROCESS UNTIL ALL TRASH CANS ARE EMPTIED

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	

TITLE: FILL CONTAINERS

OBJECTIVES:

1. GIVEN EMPTY CONTAINERS, FILL WITH WATER AND SET TO ONE SIDE UNTIL ALL CLEAN CONTAINERS ARE FILLED, PLACE IN WALK IN BOX FOR FUTURE USE.

ACTIVITIES:

_____ 1. TAKE EMPTY CONTAINERS

_____ 2. GO TO SINK

_____ 3. TURN ON COLD WATER

_____ 4. FILL CAN WITH COLD WATER

_____ 5. TURN OFF WATER

_____ 6. PUT FULL CONTAINER ON WORK TABLE

_____ 7. GET ANOTHER EMPTY CONTAINER

_____ 8. REPEAT WHAT YOU DID BEFORE UNTIL ALL CANS ARE FULL

_____ 9. PICK CANS UP ONE AT A TIME

_____ 10. WALK TO WALK IN BOX

_____ 11. OPEN DOR OF WALK IN BOX

_____ 12. SIT CANS IN WALK IN BOX

_____ 13. SHUT DOOR

_____ 14. REPEAT THIS UNTIL ALL CANS ARE FILLED AND PUT IN WALK IN BOX

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	

JUDY MATZKANIN

SILVERSMITHING

TITLE: MAKING PLAIN RING

OBJECTIVES:

1. WITH A RING GAUGE AND TINSNIPS, DETERMINE SIZE AND CUT SILVER 1/16 INCH LONGER THAN NEEDED.
2. USING A GAS TORCH, ANNEAL MATERIAL TO CHERRY RED AND LET COOL SLOWLY.
3. WITH A RING MANDREL AND FINGERS, BEND SILVER TO RING SIZE.
4. WITH FLUX, SOLDER AND SOLDER TORCH, APPLY HEAT AND SOLDER MATERIAL UNTIL IT BINDS TOGETHER.
5. WITH DILLUTED SULFURIC ACID AND TWEEZERS, DIP RING INTO ACID UNTIL RING IS COMPLETELY COVERED AND PULL BACK OUT.
6. WITH JEWELER'S ROUGE AND POLISHING WHEEL AND SOFT BRUSH, POLISH SILVER UNTIL SHINY.

ACTIVITIES:

_____ 1. TAKE RING GAUGE FROM HOLDER

_____ 2. GET SILVER FROM INSTRUCTOR

_____ 3. MEASURE SILVER TO RING SIZE

_____ 4. TAKE TINSNIPS FROM HOLDER

_____ 5. CUT SILVER 1/16 INCH LONGER THAN RING SIZE

_____ 6. RETURN EXTRA SILVER TO INSTRUCTOR

_____ 7. PUT TOOLS BACK IN HOLDERS

_____ 8. TAKE DOWN GAS TORCH

_____ 9. GET TORCH LIGHTED

_____ 10. PLACE SILVER ON FIRE-PROOF BLOCK

_____ 11. HEAT SILVER WITH TORCH UNTIL SILVER IS CHERRY RED

_____ 12. TURN DOWN FLAME ON TORCH

_____ 13. PLACE TORCH ON HANGER

_____ 14. LET SILVER COOL

_____ 15. TAKE RING MANDREL FROM TOOL HOLDER

_____ 16. FORM SILVER AROUND RING MANDREL

_____ 17. CHECK RING SIZE TO BENT SILVER

_____ 18. PUT RING MANDREL BACK ON HOLDER

_____ 19. TAKE LID OFF FLUX JAR

_____ 20. TAKE SOLDER WIRE FROM RACK

_____ 21. TAKE TORCH OFF HOLDER

_____ 22. ADJUST FLAME ON TORCH

_____ 23. DAB FLUX ON PART OF SILVER TO BE SOLDERED

_____ 24. TAKE TORCH IN ONE HAND AND SOLDER IN OTHER AND APPLY BOTH TO RING

_____ 25. SOLDER MATERIAL UNTIL IT BINDS TOGETHER

_____ 26. TURN DOWN FLAME ON TORCH

_____ 27. PUT TOOLS BACK IN HOLDERS

_____ 28. REPLACE LID ON FLUX JAR

_____ 29. TAKE TWEEZERS OUT OF TOOL HOLDER

_____ 30. PICK UP RING WITH TWEEZERS

_____ 31. DIP RING INTO JAR OF DILLUTED SULFURIC ACID UNTIL RING IS COMPLETLY COVERED

_____ 32. PULL RING OUT OF ACID

_____ 33. PUT RING ON WORKBENCH UNTIL DRY

_____ 34. PUT TWEEZERS BACK IN TOOL HOLDER

_____ 35. TAKE JEWELER'S ROUGE OUT OF DRAWER

_____ 36. APPLY ROUGE TO POLISHING BRUSH ON WHEEL

_____ 37. TURN ON WHEEL

_____ 38. HOLD RING UP TO BRUSH ON TURNING WHEEL

_____ 39. ROTATE RING UNTIL ALL SIDES ARE POLISHED

_____ 40. TURN OFF WHEEL

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	
	2	
	3	
	4	
	5	
	6	

TITLE: MAKING PINS

OBJECTIVES:

1. USE A PLATE OF SILVER, TEMPLATE AND JEWELER'S SAW, TRACE SHAPE ON SILVER AND CUT UNTIL FREE.
2. WITH A GAS TORCH, ANNEAL MATERIAL TO CHERRY RED AND LET COOL SLOWLY.
3. WITH AN ASSORTMENT OF STAMPS, MALLET AND WORK AREA, STAMP OUT DESIGN ON SILVER UNTIL DESIGN IS COMPLETED.
4. WITH A FASTENER OR PIN, SOLDER, FLUX AND SOLDER TORCH, SOLDER THE FASTENER TO BACK OF PIN UNTIL BOUND TOGETHER.
5. WITH DILLUTED SULFURIC ACID AND TWEEZERS, DIP PIN INTO ACID UNTIL COMPLETELY COVERED AND PULL BACK OUT.
6. USING JEWELER'S ROUGE AND POLISHING WHEEL AND SOFT BRUSH, POLISH SILVER UNTIL SHINY.

ACTIVITIES:

_____ 1. GET SILVER PLATE FROM INSTRUCTOR

_____ 2. TAKE TEMPLATE AND JEWELER'S SAW FROM TOOL HOLDER

_____ 3. PUT TEMPLATE ON SILVER AND TRACE SHAPE

_____ 4. CUT SHAPE WITH SAW

_____ 5. RETURN EXTRA SILVER TO INSTRUCTOR

_____ 6. GET FILE FROM TOOL HOLDER

_____ 7. FILE OFF ROUGH EDGES IF NECESSARY

_____ 8. GIVE FILINGS TO INSTRUCTOR

_____ 9. PUT TOOLS IN TOOL HOLDER

_____ 10. TAKE DOWN GAS TORCH FROM HOLDER

_____ 11. GET TORCH LIGHTED

_____ 12. PLACE SILVER ON FIRE PROOF BLOCK

_____ 13. HEAT SILVER WITH TORCH UNTIL SILVER IS CHERRY RED

_____ 14. TURN DOWN FLAME ON TORCH

_____ 15. PLACE TORCH ON HANGER

_____ 16. LET SILVER COOL

_____ 17. GET STAMPS AND MALLET FROM TOOL HOLDER

_____ 18. STAMP DESIGN ON SILVER

_____ 19. PUT TOOLS BACK INTO TOOL HOLDER

_____ 20. GET FASTENER FROM INSTRUCTOR

_____ 21. GET SOLDER WIRE FROM RACK

_____ 22. TAKE TORCH OFF HOLDER AND TURN FLAME UP

_____ 23. TAKE FLUX OUT OF JAR AND DAB ON BACK OF PIN WHERE SOLDERING IS TO BE DONE

_____ 24. SOLDER FASTENER TO BACK OF PIN

_____ 25. TURN DOWN TORCH AND PUT BACK ON HOLDER

_____ 26. PUT SOLDER WIRE BACK ON RACK

_____ 27. TAKE TWEEZERS OUT OF TOOL HOLDER

_____ 28. PICK UP PIN WITH TWEEZERS

_____ 29. DIP PIN INTO JAR OF DILLUTED SULFURIC ACID UNTIL PIN IS COMPLETELY COVERED

_____ 30. PULL PIN OUT OF ACID

_____ 31. PUT PIN ON WORKBENCH UNTIL DRY

_____ 32. PUT TWEEZERS BACK IN TOOL HOLDER

_____ 33. TAKE JEWELER'S ROUGE OUT OF DRAWER

_____ 34. APPLY ROUGE TO POLISHING BRUSH ON WHEEL

_____ 35. TURN ON WHEEL

_____ 36. HOLD PIN UP TO BRUSH ON TURNING WHEEL

_____ 37. ROTATE RING UNTIL ALL SIDES ARE POLISHED

_____ 38. TURN OFF WHEEL

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	
	2	
	3	
	4	
	5	
	6	

TITLE: MAKING CONCHA BUTTONS

OBJECTIVES:

1. WITH A TEMPLATE, SMALL TINSNIPS OR JEWELER'S SAW AND PLATE OF SILVER AND FILE, PLACE TEMPLATE ON SILVER AND CUT. TRIM UP EDGES WITH FILE UNTIL EDGE IS SMOOTH.
2. USING A GAS TORCH, ANNEAL MATERIAL TO CHERRY RED AND LET COOL SLOWLY.
3. USING AN ANVIL, ASSORTMENT OF STAMPS, HAMMER AND FILE, STAMP DISIGN ON SILVER AND HAMMER BACK INTO SHAPE AND FILE EDGE UNTIL DESIGN IS COMPLETED AND EDGE IS SMOOTH.
4. USING SOLDER, SOLDER TORCH, FLUX AND A LOOP OF SILVER, SOLDER LOOP ON BACK OF BUTTON UNTIL BOUND TOGETHER.
5. USING DILLUTED SULFURIC ACID AND TWEEZERS, DIP BUTTON INTO ACID UNTIL BUTTON IS COMPLETLY COVERED AND PULL OUT.
6. WITH JEWELER'S ROUGE, POLISHING WHEEL AND SOFT BRUSH, POLISH SILVER UNTIL SHINY.

ACTIVITIES:

_____ 1. TAKE TEMPLATE, SMALL TINSNIPS OR JEWELER'S SAW FROM TOOL HOLDER

_____ 2. GET SILVER FROM INSTRUCTOR

_____ 3. PLACE TEMPLATE ON SILVER AND CUT

_____ 4. CUT A LENGTH OF SILVER FROM SILVER WIRE FOR LOOP

_____ 5. PUT TOOLS BACK IN TOOL HOLDER

_____ 6. RETURN EXTRA SILVER TO INSTRUCTOR

_____ 7. GET FILE FROM TOOL HOLDER

_____ 8. FILE EDGE OF SILVER SMOOTH

_____ 9. CATCH SILVER FILINGS AND RETURN TO INSTRUCTOR

_____ 10. PUT FILE BACK IN TOOL HOLDER

_____ 11. TAKE DOWN GAS TORCH

_____ 12. GET TORCH LIGHTED

_____ 13. PLACE SILVER ON FIRE PROOF BLOCK

_____ 14. HEAT SILVER WITH TORCH UNTIL SILVER IS CHERRY RED

_____ 15. TURN DOWN FLAME ON TORCH

_____ 16. PLACE TORCH ON HANGER

_____ 17. LET SILVER COOL

_____ 18. PLACE SILVER PLATE ON ANVIL

_____ 19. GET STAMPS AND HAMMER FROM TOOL HOLDER

_____ 20. DECIDE ON DESIGN AND CHOOSE STAMPS

_____ 21. STAMP DESIGN ON SILVER

_____ 22. TURN SILVER OVER AND HAMMER BACK INTO SHAPE

_____ 23. GET FILE AND FILE EDGE IF NECESSARY

_____ 24. REPLACE TOOLS ON HOLDERS

_____ 25. GET SOLDER WIRE FROM RACK

_____ 26. GET TORCH FROM HOLDER AND TURN FLAME UP

_____ 27. TAKE THE LENGTH OF SILVER AND FORM INTO A LOOP WITH FINGERS

_____ 28. DAB FLUX ON BACK OF BUTTON AND ON ENDS OF LOOP

_____ 29. SOLDER TOGETHER LOOP AND BUTTON UNTIL THEY HOLD

_____ 30. TURN DOWN TORCH AND PUT BACK IN HOLDER

_____ 31. REPLACE SOLDER WIRE ON RACK

_____ 32. TAKE TWEEZERS OUT OF TOOL HOLDER

_____ 33. PICK UP BUTTON WITH TWEEZERS

_____ 34. DIP BUTTON INTO JAR OF DILLUTED SULFURIC ACID UNTIL IT IS COVERED COMPLETELY

_____ 35. PULL BUTTON OUT OF ACID

_____ 36. PUT BUTTON ON WORKBENCH UNTIL DRY

_____ 37. PUT TWEEZERS BACK IN TOOL HOLDER

_____ 38. TAKE JEWELER'S ROUGE OUT OF DRAWER

_____ 39. APPLY ROUGE TO POLISHING BRUSH ON WHEEL

_____ 40. TURN ON WHEEL

_____ 41. HOLD BUTTON UP TO BRUSH ON TURNING WHEEL

_____ 42. ROTATE BUTTON UNTIL ALL SIDES ARE POLISHED

_____ 43. TURN OFF WHEEL

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	
	2	
	3	
	4	
	5	
	6	

TITLE: MAKING RING WITH SETTING

OBJECTIVES:

1. WITH A RING GAUGE AND TIN SNIPS, DETERMINE SIZE AND CUT SILVER 1/16 INCH LONGER THAN NEEDED. CUT SILVER PLATE TO SIZE OF STONE.
2. WITH A GAS TORCH, ANNEAL MATERIAL TO CHERRY RED AND LET COOL SLOWLY.
3. WITH A RING MANDREL AND FINGERS, BEND SILVER TO RING SIZE AND SHAPE.
4. WITH FLUX AND SOLDER TORCH AND SOLDER, APPLY HEAT AND SOLDER MATERIAL UNTIL IT BINDS TOGETHER.
5. USING DILLUTED SULFURIC ACID AND TWEEZERS, DIP RING INTO ACID UNTIL RING IS COMPLETELY COVERED AND PULL BACK OUT.
6. USE FINGERS OR TWEEZERS AND BEVEL TOOL AND PUT STONE IN RING AND BEVEL UNTIL THE STONE IS SECURE IN SETTING.
7. USE JEWELER'S ROUGE AND POLISHING WHEEL AND SOFT BRUSH AND POLISH SILVER UNTIL SHINY.

ACTIVITIES:

_____ 1. TAKE RING GAUGE FROM HOLDER

_____ 2. GET SILVER FROM INSTRUCTOR

_____ 3. MEASURE SILVER TO RING SIZE

_____ 4. TAKE TINSNIPS FROM HOLDER

_____ 5. CUT SILVER 1/16 INCH LONGER THAN RING SIZE

_____ 6. CHOOSE STONE FOR SETTING

_____ 7. SHAPE BEZEL AROUND STONE AND CUT TO SIZE

_____ 8. CUT PLATE TO STONE SIZE AND SET ASIDE---DO NOT ANNEAL

_____ 9. RETURN EXTRA SILVER TO INSTRUCTOR

_____ 10. PUT TOOLS BACK IN HOLDERS

_____ 11. TAKE DOWN GAS TORCH

_____ 12. GET TORCH LIGHTED

_____ 13. PLACE SILVER ON FIRE PROOF BLOCK

_____ 14. HEAT SILVER WITH TORCH UNTIL SILVER IS A CHERRY RED

_____ 15. TURN DOWN FLAME ON TORCH

_____ 16. PLACE TORCH ON HANGER

_____ 17. LET SILVER COOL

_____ 18. TAKE RING MANDREL FROM TOOL HOLDER

_____ 19. FORM SILVER AROUND RING MANDREL

_____ 20. CHECK RING SIZE TO BENT SILVER

_____ 21. PUT RING MANDREL BACK ON HOLDER

_____ 22. GET TORCH FROM HOLDER AND TURN FLAME UP

_____ 23. GET SOLDER WIRE FROM RACK

_____ 24. TAKE FLUX FROM JAR AND DAB ON PLACES TO BE SOLDERED

_____ 25. SOLDER BEZEL TOGETHER

_____ 26. SOLDER BEZEL TO PLATE

_____ 27. GET FILE FROM TOOL HOLDER

_____ 28. FILE PLATE TO SIZE AND SMOOTH EDGES

_____ 29. GIVE FILINGS TO INSTRUCTOR

_____ 30. SOLDER SHANK TO BOTTOM OF PLATE

_____ 31. TURN DOWN FLAME ON TORCH

_____ 32. PUT TORCH ON HOLDER

_____ 33. RETURN SOLDER WIRE TO RACK

_____ 34. PUT FILE IN TOOL HOLDER

_____ 35. TAKE TWEEZERS OUT OF TOOL HOLDER

_____ 36. PICK UP RING WITH TWEEZERS

_____ 37. DIP RING INTO JAR OF DILLUTED SULFURIC ACID UNTIL RING IS COMPLETELY COVERED

_____ 38. PULL RING OUT OF ACID

_____ 39. PUT RING ON WORKBENCH UNTIL DRY

_____ 40. PUT TWEEZERS BACK IN TOOL HOLDER

_____ 41. PICK UP STONE AND PUT IN BEZEL

_____ 42. TAKE BEVELING TOOL OUT OF TOOL HOLDER

_____ 43. BEVEL AROUND STONE UNTIL STONE IS SECURE IN SETTING

_____ 44. TAKE JEWELER'S ROUGE OUT OF DRAWER

_____ 45. APPLY ROUGE TO POLISHING WHEEL

_____ 46. TURN ON WHEEL

_____ 47. HOLD RING UP TO BRUSH ON TURNING WHEEL

_____ 48. ROTATE RING UNTIL ALL SIDES ARE POLISHED

_____ 49. TURN OFF WHEEL

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	
	3	
	4	
	5	
	6	
	7	

TITLE: MAKING RING / ITH DESIGNS - STAMPED AND SOLDERED

OBJECTIVES:

1. WITH A RING GAUGE AND TINSNIPS, DETERMINE SIZE AND CUT SILVER 1/16 INCH LONGER THAN NEEDED.
2. USE A GAS TORCH AND ANNEAL MATERIAL TO CHERRY RED AND LET COOL SLOWLY.
3. WITH AN ASSORTMENT OF STAMPS AND MALLET AND A SPECIFIED WORK AREA, STAMP DESIGN UNTIL DESIGN IS COMPLETED.
4. WITH A RING MANDREL AND FINGERS, BEND SILVER TO RING SIZE AND SHAPE.
5. WITH FLUX AND SOLDER TORCH AND SOLDER, APPLY HEAT AND SOLDER MATERIAL UNTIL IT BINDS TOGETHER.
6. USE DILLUTED SULFURIC ACID AND TWEEZERS, DIP RING INTO ACID UNTIL RING IS COMPLETLY COVERED AND PULL BACK OUT.
7. WITH SOLDER, SOLDER TORCH, FLUX AND FINE NOSED TWEEZERS, APPLY SOLDER TO RING AND SHAPE DESIGN UNTIL DESIGN IS COMPLETED. CLEAN AGAIN IF TARNISHED.
8. WITH JEWELER'S ROUGE, POLISHING WHEEL AND SOFT BRUSH, POLISH SILVER UNTIL SHINY.

ACTIVITIES:

_____ 1. TAKE RING GAUGE FROM HOLDER

_____ 2. GET SILVER FROM INSTRUCTOR

_____ 3. MEASURE SILVER TO RING SIZE

_____ 4. TAKE TINSNIPS FROM HOLDER

_____ 5. CUT SILVER 1/16 INCH LONGER THAN RING SIZE

_____ 6. RETURN EXTRA SILVER TO INSTRUCTOR

_____ 7. PUT TOOLS BACK IN HOLDERS

_____ 8. TAKE DOWN GAS TORCH

_____ 9. GET TORCH LIGHTED

_____ 10. PLACE SILVER ON FIRE PROOF BLOCK

_____ 11. HEAT SILVER WITH TORCH UNTIL SILVER IS CHERRY RED

_____ 12. TURN DOWN FLAME ON TORCH

_____ 13. PLACE TORCH ON HANGER

_____ 14. LET SILVER COOL

_____ 15. TAKE STAMPS AND MALLET FROM TOOL HOLDER

_____ 16. DECIDE ON DESIGN AND WHICH STAMPS TO USE

_____ 17. STAMP DESIGN ON SILVER

_____ 18. PUT TOOLS BACK INTO TOOL HOLDER

_____ 19. TAKE RING MANDREL FROM TOOL HOLDER

_____ 20. FORM SILVER AROUND RING MANDREL

_____ 21. CHECK RING SIZE TO BENT SILVER

_____ 22. PUT RING MANDREL BACK IN HOLDER

_____ 23. TAKE LID OFF FLUX JAR

_____ 24. TAKE SOLDER FROM RACK

_____ 25. TAKE TORCH OFF HOLDER

_____ 26. ADJUST FLAME ON TORCH

_____ 27. DAB FLUX ON PART OF SILVER TO BE SOLDERED

_____ 28. TAKE TORCH IN ONE HAND AND SOLDER IN THE OTHER AND APPLY TO RING.

_____ 29. SOLDER MATERIAL UNTIL THEY BIND TOGETHER

_____ 30. TURN DOWN FLAME ON TORCH

_____ 31. PUT TOOLS BACK IN HOLDERS

_____ 32. TAKE TWEEZERS OUT OF TOOL HOLDER

_____ 33. PICK UP RING WITH TWEEZERS

_____ 34. DIP RING INTO JAR OF DILLUTED SULFURIC ACID UNTIL RING IS COMPLETELY COVERED

_____ 35. PULL RING OUT OF ACID

_____ 36. PUT RING ON WORKBENCH UNTIL DRY

_____ 37. PUT TWEEZERS BACK IN TOOL HOLDER

_____ 38. TAKE SOLDER FROM RACK

_____ 39. TAKE TORCH FROM HOLDER AND TURN UP FLAME

_____ 40. TAKE FINE NOSED TWEEZERS FROM TOOL HOLDER

_____ 41. TAKE FLUX FROM JAR & APPLY TO RING WHERE SOLDERING IS TO BE DONE

_____ 42. APPLY TORCH AND SOLDER TO RING AT DESIGNATED PLACES

_____ 43. SHAPE SOLDER INTO DESIGN WITH TWEEZERS

_____ 44. REPEAT UNTIL DESIGN IS COMPLETED

_____ 45. TURN DOWN TORCH & PUT BACK IN HOLDER

_____ 46. RETURN SOLDER TO RACK

_____ 47. CLEAN RING IN ACID IF IT GOT TARNISHED

_____ 48. RETURN TWEEZERS TO TOOL RACK

_____ 49. TAKE JEWELER'S ROUGE OUT OF DRAWER

_____ 50. APPLY ROUGE TO POLISHING BRUSH ON WHEEL

_____ 51. TURN ON WHEEL

_____ 52. HOLD RING UP TO BRUSH ON TURNING WHEEL

_____ 53. ROTATE RING UNTIL ALL SIDES ARE POLISHED

_____ 54. TURN OFF WHEEL

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	

WARNER GREEN

NURSERY WORKER

TITLE: PREPARING THE FLAT AND POTTING MATERIALS

OBJECTIVES:

1. GIVEN A CONTAINER, SAND, COMPOST, AND COMMERCIAL SOIL MIXTURES, THE STUDENT WILL MEASURE OUT MATERIALS IN THE DESIGNATED PROPORTIONS WITHIN A 10% MARGIN FOR ERROR.
2. GIVEN THE MEASURED MATERIALS AND A TROWEL, SHOVEL, OR HANDS, THE STUDENT WILL MIX THESE MATERIALS UNTIL ANY AMOUNT TAKEN TO FILL A POT CONTAINS THE CORRECT PROPORTIONS OF MATERIALS
3. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO ITS PROPER STORAGE AREA LEAVING THE STORE ROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.

ACTIVITIES:

_____ 1. FILL THE CONTAINER WITH SAND AND LEVEL OFF TO TOP - THIS IS ONE PART

_____ 2. MEASURE OUT MATERIALS FOR A 1:1:1 RATIO (ONE PART SAND, ONE PART COMPOST, ONE PART SOIL MIX)

_____ 3. MEASURE OUT MATERIALS FOR A 2:1:1 RATIO

_____ 4. PLACE ALL MATERIALS IN ONE PILE

_____ 5. TAKE THE SHOVEL AND SHOVEL MATERIAL FROM THE BASE OF THE PILE AND DUMP IT ON TOP

_____ 6. REPEAT THE PROCESS MAKING SURE THE CENTER OF THE PILE IS REACHED UNTIL ALL MATERIALS ARE THOROUGHLY MIXED

_____ 7. HANG SHOVEL ON THE WALL

_____ 8. RETURN TROWEL TO IT'S PLACE ON THE WALL

_____ 9. PUT CONTAINER BACK ON SHELF

_____ 10. RETURN ANY OTHER TOOLS THAT MAY BE LAYING AROUND TO THEIR PROPER PLACE

_____ 11. MAKE SURE WORK AREA IS LEFT NEAT AND CLEAN

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	
	2	
	3	

TITLE: PLANTING SEEDS

OBJECTIVES:

1. GIVEN A FLAT WITH PREPARED SOIL MIXTURE AND A GARDON TROWEL, THE STUDENT WILL MAKE TRENCHES IN THE SOIL TO WITHIN 1/2 INCH OF A DESIGNATED DEPTH AND 2 INCHES OF A DESIGNATED SPACING.
2. GIVEN A FLAT WITH PREPARED SOIL MIXTURE, TRENCHES TO A DESIGNATED DEPTH AND WIDTH, AND SEEDS, THE STUDENT WILL PLACE THE SEEDS IN THE TRENCHES TO WITHIN 1/2 INCH OF A DESIGNATED SPACING.
3. GIVEN A FLAT WITH PREPARED SOIL MIXTURE, TRENCHES OF THE DESIRED DEPTH, AND SEEDS PLACED IN TRENCHES AT THE DESIRED SPACING, THE STUDENT WILL COVER THE SEEDS WITHOUT DISTURBING THEIR PLACEMENT AND KEEPING THEM WITHIN 1/2 INCH OF THE DESIRED DEPTH.
4. GIVEN A FLAT WITH SOIL MIXTURE AND FRESHLY PLANTED SEEDS AND A WATERING CAN, THE STUDENT WILL WATER THE FLAT WITHOUT DISTURBING THE SOIL AROUND THE SEED AND WITHOUT FLOODING THE FLAT.
5. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO IT'S PROPER STORAGE AREA, LEAVING THE STORE ROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.

ACTIVITIES:

_____ 1. PRACTICE MAKING 1/2 INCH TRENCHES IN THE SOIL UNTIL YOU CAN MAKE 6 CONSECUTIVE ROWS 1/2 TO 1 INCH DEEP. (NO MORE THAN 1 INCH DEEP AT ANY ON SPOT) PRACTICE MAKING 1 INCH AND 1 1/2 INCH TRENCHES THE SAME WAY.

_____ 2. PRACTICE MAKING TRENCHES 6 INCHES APART UNTIL YOU CAN FILL A FLAT WITH TRENCHES THAT ARE NO LESS THAN 4 INCHES AND NO MORE THAN 8 INCHES APART AT ANY ONE SPOT.

_____ 3. MAKE 6 TRENCHES, 6 INCHES APART, IN A FLAT. MAKE THE FIRST TWO TRENCHES 1/2 INCH DEEP, THE 2ND TWO 1 INCH DEEP AND THE 3RD TWO 1 1/2 INCHES. THE WIDTH OF THE ROWS MUST BE WITHIN 2 INCHES AND THE DEPTH WITHIN 1/2 INCHES.

_____ 4. WITH YOUR FINGER OR A STICK, MAKE A SERIES OR MARKS 1 1/2 INCHES APART ALONG THE SIDE OF A TRENCH. PRACTICE DOING THIS UNTIL YOU CAN MAKE A WHOLE ROW OF MARKS THAT ARE NO MORE THAN 2 INCHES NOR LESS THAN 1 INCH APART.

_____ 5. PLACE SEEDS IN THE TRENCHES ONE AT A TIME AND 1 1/2 INCHES APART. (NO MORE THAN 2 INCHES NOR LESS THAN 1 INCH)

_____ 6. MAKE ANOTHER TRENCH 1 INCH DEEP IN AN UNUSED PORTION OF THE FLAT OR IF THEIR IS NOT ENOUGH ROOM MAKE IT IN ANOTHER FLAT. FIND A STICK ABOUT 1/8 INCH IN DIAMETER AND 3-4 INCHES LONG. LAY THE STICK IN THE BOTTOM OF THE TRENCH AND COVER 1/2 OF IT WITH SOIL, WATCHING THAT THE EXPOSED END DOES NOT MOVE MORE THAN 1/4 INCH FROM SIDE TO SIDE. AFTER THIS IS ACCOMPLISHED, MEASURE TO SEE THAT

THE DEPTH OF SOIL ON TOP OF THE STICK IS BETWEEN 1/2 AND 1 1/2 INCHES. PRACTICE THIS UNTIL YOU CAN DO IT CORRECTLY WITH CONSISTENCY.

_____ 7. USING THE SKILL YOU ACQUIRED ABOVE, COVER THE SEEDS IN THE FLAT

_____ 8. MEASURE ONE PINT OF WATER INTO THE WATERING CAN. CAREFULLY SPRINKLE THIS AMOUNT OVER THE ENTIRE FLAT. USE A CONTINUOUS MOTION. IF YOU STOP YOU WILL CONCENTRATE THE WATER INTO ONE SPOT AND RISK DISTURBING THE SOIL. WAIT 2 OR 3 MINUTES AND THEN WITH YOUR FINGER, DIG TO THE BOTTOM OF THE FLAT AND CHECK TO SEE IF THE WATER HAS SOAKED THOUGH THE ENTIRE DEPTH OF SOIL WITHOUT COLLECTING IN THE BOTTOM. IF IT HAS NOT SOAKED THROUGH, CONTINUE TO ADD WATER 1/2 PINT AT A TIME WITH THE WATERING CAN UNTIL THE SOIL IS MOIST ALL THE WAY THROUGH. KEEP A COUNT OF THE AMOUNT USED SO YOU WILL KNOW HOW MUCH TO USE NEXT TIME.

_____ 9. CHECK THE FLAT PERIODICALLY TO BE SURE THE SOIL REMAINS MOIST ALL THE WAY THROUGH

_____ 10. RETURN WATERING CAN AND MEASURING CAN TO SHELF

_____ 11. RETURN TROWEL TO IT'S PLACE ON THE WALL

_____ 12. MAKE SURE TOOL STORAGE AREA IS LEFT NEAT AND CLEAN

_____ 13. MAKE SURE WATER IS TURNED OFF TIGHTLY

_____ 14. MAKE SURE WORK AREA IS LEFT NEAT AND CLEAN

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	
	2	
	3	
	4	
	5	

TITLE: MAKING CUTTINGS AND PLACING THEM IN THE ROOTING MEDIUM

OBJECTIVES:

1. GIVEN A TREE OR SHRUB AND A SMALL PAIR OF PRUNING SHEARS THE STUDENT WILL MAKING CUTTINGS FROM THE TREE OR SHRUB AT THE DESIGNATED POINT AND TO WITHIN 1 INCH OF THE DESIGNATED LENGTH.
2. GIVEN A STEM CUTTING AND A ROOTING COMPOUND THE STUDENT WILL APPLY THE ROOTING COMPOUND TO THE BOTTOM END OF THE CUTTING MAKING SURE THE ENTIRE END AND AT LEAST 1/4 INCH OF THE BASE OF THE STEM IS COVERED.
3. GIVEN A PROPERLY PREPARED CUTTING, A TROWEL, AND A FLAT FILLED WITH A PREPARED SOIL MIXTURE, THE STUDENT WILL PLACE THE CUTTING IN THE SOIL BEING CAREFUL NOT TO DAMAGE THE BASE OF THE STEM AND TO WITHIN ONE INCH OF A DESIGNATED DEPTH.
4. GIVEN A FLAT OF FRESHLY PLANTED CUTTINGS AND A WATERING CAN, THE STUDENT WILL WATER THE FLAT WITHOUT DISTURBING THE SOIL AROUND THE CUTTINGS AND WITHOUT FLOODING THE FLAT.
5. GIVEN ALL THE TOOLS REQUIRED TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO IT'S PROPER STORAGE AREA LEAVING THE STOREROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.

ACTIVITIES:

_____ 1. LOCATE A ROSE BUSH AND DETERMINE THE NEWEST GROWTH. THIS IS USUALLY CHARACTERIZED BY A LIGHTER COLOR, IT IS SMALLER IN DIAMETOR AND FOUND AT THE EXTREMITIES OF THE BUSH.

_____ 2. REMOVE ANY OLD BLOSSOMS OR FRUIT FROM THE BRANCH SELECTED FROM THE CUTTING.

_____ 3. MAKE THE CUTTING 6 - 8 INCHES LONG (NO LESS THAN 5 NOR MORE THAN 9 INCHES) WITH THE BOTTOM CUT MADE JUST BELOW A BUD OR NODE. MAKE THE TOP CUT SQUARE AND THE BOTTOM CUT AT AN ANGLE SO THAT IT WILL BE EASY TO DETERMINE TOP FROM BOTTOM LATER.

_____ 4. REMOVE THE COVER FROM THE ROOTING COMPOUND AND POUR A SMALL AMOUNT ONTO THE LID. MOISTEN THE BASE OF THE CUTTING, THEN DIP AND ROLL IT IN THE ROOTING COMPOUND UNTIL THE END AND 1/4 INCH OF THE BASE ARE COMPLETELY COVERED WITH THE COMPOUND.

_____ 5. WITH THE TROWEL, SCRATCH A "V" ABOUT 1/2 INCH DEEP IN THE SOIL. THIS WILL LOOSEN THE TOP CRUST OF THE SOIL AND REDUCE THE RISK OF DAMAGE TO THE CUTTING.

_____ 6. JAM THE CUTTING, BASE FIRST, ABOUT 3 INCHES INTO THE SOIL OR UNTIL ABOUT 3 OR 4 INCHES ARE LEFT ABOVE THE SOIL.

_____ 7. CONTINUE PLACING CUTTINGS ALOND THE "V" ABOUT 1 INCH APART UNTIL THE ROW IS FILLED.

_____ 8. FIRMLY PACK THE SOIL AROUND THE CUTTINGS

_____ 9. WATER THE FLAT FOLLOWING PROCEDURES AND PRECAUTIONS OUTLINED IN ACTIVITY #8 UNDER "PLANTING SEEDS"

_____ 10. RETURN THE PRUNING SHEARS AND THE TROWEL TO THEIR PROPER PLACE ON THE WALL

_____ 11. REPLACE THE COVER ON THE ROOTING COMPOUND AND RETURN IT AND THE WATERING CAN TO IT'S PROPER PLACE ON THE SHELF

_____ 12. RETURN ANY OTHER TOOLS THAT MAY BE LAYING AROUND TO THEIR PROPER STORAGE PLACE AND STRAIGHTEN TOOL ROOM IF NECESSARY

_____ 13. LEAVE WORK AREA NEAT AND CLEAN

_____ 14. MAKE SURE WATER IS TURNED OFF TIGHTLY

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	
	3	
	4	
	5	

TITLE: WEEDING GREENHOUSE AND NURSERY PLANTS

OBJECTIVES:

1. GIVEN A FLAT WITH BOTH DESIRED PLANTS AND WEEDS, THE STUDENT WILL REMOVE ALL UNWANTED WEEDS WITHOUT DESTURBING THE DESIRED PLANTS UNTIL ALL WEEDS AND NO MORE THAN 10% OF THE DESIRED PLANTS ARE REMOVED.
2. GIVEN A WEEDED FLAT WITH GREEN, HEALTHY PLANTS, DEAD PLANTS, AND PLANTS WITH DEAD LEAVES, THE STUDENT WILL REMOVE DEAD PLANTS AND LEAVES UNTIL ONLY A FLAT OF GREEN, HEALTHY LOOKING PLANTS ARE LEFT.
3. GIVEN A FLAT WITH PLANTS GROWING TOO CLOSE TOGETHER, THE STUDENT WILL THIN OUT THE FLAT BY REMOVING THE SMALL-LESS HEALTHY PLANTS LEAVING REMAINING PLANTS WITHIN ONE INCH OF A DESIGNATED SPACING.
4. GIVEN ALL THE TOOLS REQUIRED TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO IT'S PROPER STORAGE AREA LEAVING THE STORE ROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.

ACTIVITIES:

_____ 1. BEFORE PULLING ANY WEEDS, INDICATE TO THE INSTRUCTOR THE PLANTS YOU BELIEVE SHOULD BE REMOVED AND THOSE THAT SHOULD REMAIN.

_____ 2. WITH THE INSTRUCTOR'S PERMISSION PROCEED TO PULL OUT THE WEEDS BEING CAREFUL NOT TO PULL BOTH PLANTS AND WEEDS WHEN WORKING CLOSE TO PLANTS.

_____ 3. REPLACE ANY SOIL DISTURBED FROM THE PLANT ROOTS AND WATER THE FLAT USING THE SAME PROCEDURES AND PRECAUTIONS USED WHEN WATERING FRESHLY PLANTED FLATS.

_____ 4. PULL OUT BROWN AND DEAD PLANTS AND DISCARD THEM

_____ 5. WITH SMALL SUCCULENT PLANTS, PINCH OFF DEAD LEAVES AND BLOSSOMS WITH THUMB AND FORE FINGER

_____ 6. WITH LARGER, MORE WOODED PLANTS AND TREES AND SHRUBS, A PRUNING SHEAR WILL BE NECESSARY TO REMOVE DEAD LEAVES AND BLOSSOMS.

_____ 7. (SEE ACTIVITY #3)

_____ 8. INDICATE TO THE INSTRUCTOR THE PLANTS YOU FEEL SHOULD BE REMOVED TO LEAVE A 2 INCH SPACING

_____ 9. WITH THE INSTRUCTOR'S PERMISSION, PULL OUT THE SMALLER PLANTS LEAVING THE LARGER NO MORE THAN 3 NOR LESS THAN 1 INCHES APART.

_____ 10. TRANSPLANT THE REMOVED PLANTS INTO SPACES THAT ARE 4 OR MORE INCHES WIDE (FOLLOW DIRECTIONS IN PACKET TITLED "TRANSPLANTING PLANTS FROM FLATS TO POTS").

_____ 11. DISCARD PLANTS REMOVED AND NOT NEEDED FOR TRANSPLANTING

_____ 12. (SEE ACTIVITY #3)

_____ 13. RETURN WATERING CAN TO IT'S PLACE ON THE SHELF

_____ 14. RETURN WEEDER, TROWEL, AND PRUNING SHEARS TO THEIR PROPER PLACE ON THE WALL

_____ 15. MAKE SURE TOOL STORAGE AREA IS NEAT AND CLEAN

_____ 16. MAKE SURE WATER IS TURNED OFF TIGHTLY

_____ 17. MAKE SURE WORK AREA IS LEFT NEAT AND CLEAN

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	
	3	
	4	

TITLE: WATERING GREENHOUSE AND NURSERY PLANTS

OBJECTIVES:

1. GIVEN A HOSE AND SOAKER ATTACHMENT, THE STUDENT WILL WATER A POTTED NURSERY PLANT UNTIL ENOUGH WATER HAS BEEN APPLIED TO BEGIN SEEPING OUT THE BOTTOM OF THE POT.
2. GIVEN A HOSE AND A SOAKER ATTACHMENT, THE STUDENT WILL WATER GREENHOUSE AND NURSERY PLANTS UNTIL ALL PLANTS HAVE BEEN WATERED.
3. USING HIS HANDS, THE STUDENT WILL REMOVE WEEDS, DEAD LEAVES AND DEAD BLOSSOMS FROM THE POT SPENDING ONLY AS MUCH TIME AT THIS AS IT TAKES TO CORRECTLY WATER THE POTS.
4. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO ITS PROPER STORAGE AREA LEAVING THE STORE ROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.

ACTIVITIES:

_____ 1. ATTACH THE HOSE TO THE FAUCET. ATTACH THE SOAKER TO THE OTHER END OF THE HOSE.

_____ 2. USING VERY LOW WATER PRESSURE ADD WATER TO THE POT, BEING CAREFUL NOT TO DISTURB THE SOIL AROUND THE ROOTS, UNTIL A SMALL AMOUNT IS OBSERVED SEEPING OUT THE BOTTOM OF THE POT.

_____ 3. ARRANGE POTS IN A ROW SO THAT YOU CAN START AT ONE END AND WORK SYSTEMATICALLY TO THE OTHER, REDUCING THE RISK OF MISSING POTS.

_____ 4. IF POTS HAVE TO BE PLACED ONE BEHIND THE OTHER, PLACE SMALLER PLANTS IN FRONT SO THEY ARE NOT HIDDEN BY LARGER ONES.

_____ 5. START AT ONE END OF THE ROW OF PLANTS AND WATER THE FIRST BANK OF POTS FROM FRONT TO BACK, THEN THE SECOND BANK OF POTS, AND SONON UNTIL ALL OF THE POTS IN THE ENTIRE ROW HAVE BEEN WATERED.

_____ 6. IN POTS WHERE THERE ARE JUST ONE OR TWO WEEDS OR A DEAD LEAF OR BLOSSOM, REMOVE THIS MATERIAL, IF THERE IS TIME WHILE WATERING, FOLLOWING STEPS OUTLINED UNDER "WEEDING GREENHOUSE AND NURSERY PLANTS".

_____ 7. BE CAREFUL WHILE WEEDING NOT TO LEAVE THE WATER IN ONE SPOT TOO LONG CAUSING MUDHOLES IN THE WALDWAY OR WASHING SOIL AWAY FROM THE ROOTS OF PLANTS.

_____ 8. ROLL HOSE BACK UP ON HOSE HANGER

_____ 9. RETURN THE SOAKER ATTACHMENT TO IT S PLACE ON THE SHELF

_____ 10. MAKE SURE WATER IS TURNED OFF TIG TLY

_____ 11. RETURN ANY OTHER TOOLS THAT MAY B LAYING AROUND AND STRAIGHTEN STORAGE AREA IF NECESS RY

_____ 12. MAKE SURE WORK AREA IS LEFT NEAT . ND CLEAN

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	
	3	
	4	

TITLE: FERTILIZING POTTED PLANTS

OBJECTIVES:

1. GIVEN A QUANTITY OF FERTILIZER AND AN ASSORTMENT OF MEASURING TOOLS, THE STUDENT WILL MEASURE OUT A DESIGNATED AMOUNT OF FERTILIZER WITH 100% ACCURACY.
2. GIVEN THE MEASURED AMOUNT OF FERTILIZER AND A POTTED PLANT, THE STUDENT WILL APPLY THE FERTILIZER TO THE POT WITH AN EVEN DISTRIBUTION AROUND THE POT AND WITH NO WASTE.
3. GIVEN THE FERTILIZED POT AND WATER, THE STUDENT WILL WATER IN THE FERTILIZER BEING CAREFUL NOT TO DISTURB THE SOIL AROUND THE ROOTS OR WASH THE FERTILIZER OVER THE TOP OF THE POT.
4. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO IT'S PROPER STORAGE AREA LEAVING THE STORE ROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER,

ACTIVITIES:

_____ 1. LAY OUT THE MEASURING TOOLS ON THE BENCH AND INDICATE TO THE INSTRUCTOR WHICH ONE IS THE 1/2 TEASPOON, THE 1 TEASPOON, AND THE 1 TABLESPOON MEASURE.

_____ 2. DETERMINE HOW MANY TEASPOONS ARE REQUIRED TO EQUAL ONE TABLESPOON.

_____ 3. MEASURE OUT ONE TABLESPOON OF FERTILIZER

_____ 4. SPREAD THE TABLESPOON OF FERTILIZER AROUND THE VERY OUTSIDE EDGE OF THE POT. SPREAD A VERY THIN LAYER TO INSURE ENOUGH MATERIAL TO GO ALL THE WAY AROUND THE POT. CONTINUE AROUND THE POT UNTIL ALL THE FERTILIZER HAS BEEN APPLIED.

_____ 5. LEAVE THE POT WHERE IT IS AND HAVE THE INSTRUCTOR CHECK FOR WASTE AND EVEN DISTRIBUTION.

_____ 6. APPLY THE WATER FOLLOWING PROCEDURES OUTLINED UNDER "WATERING GREENHOUSE AND NURSERY PLANTS"

_____ 7. CLOSE UP FERTILIZER SACK AND RETURN TO STORE ROOM.

_____ 8. RETURN WATERING CAN TO IT'S PLACE ON THE SHELF

_____ 9. RETURN MEASURING SPOONS TO THEIR PROPER PLACE ON THE WALL

_____ 10. MAKE SURE WATER IS TURNED OFF TIGHTLY

_____ 11. MAKE SURE WORK AREA IS LEFT NEAT AND CLEAN

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	
	2	
	3	
	4	

TITLE: TRANSPLANTING PLANTS FROM FLATS TO POTS

OBJECTIVES:

1. GIVEN A FLAT OF PLANTS, A PREPARED SOIL MIXTURE, AND AN ASSORTMENT OF POTS, THE STUDENT WILL SELECT THE PROPER SIZE OF POT AND FILL IT WITH SOIL MIXTURE TO WITHIN ONE INCH OF THE TOP OF A POT LARGE ENOUGH TO SUPPORT THE TOP AND ROOT GROWTH OF THE PLAND TO BE TRANSPLANTED BUT NOT SO LARGE AS TO BE WASTEFUL OF SPACE, FERTILIZER, WATER AND SOIL.
2. GIVEN A FLAT OF PLANTS TO BE TRANSPLANTED AND A WEEDER OR A PAINTED STICK, THE STUDENT WILL REMOVE THE PLANTS FROM THE FLAT ONE AT A TIME WITHOUT DAMAGING THE ROOTS OR THE STEM OF THE PLANT.
3. GIVEN A POT FILLED WITH A SOIL MIXTURE AND A PLANT, THE STUDENT WILL PLACE THE PLANT IN THE POT SO THAT ALL OF THE ROOTS ARE COVERED WITH SOIL AND NO MORE THAN 1/4 INCH OF THE STEM IS COVERED
4. GIVEN A POT WITH FRESHLY TRANSPLANTED PLANT, A WATERING CAN, AND WATER, THE STUDENT WILL WATER THE PLANT WITHOUT DISTURBING THE ROOTS OF THE PLANT.
5. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO ITS PROPER STORAGE AREA LEAVING THE STOREROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.

ACTIVITIES:

_____ 1. SELECT A POT SUITABLE FOR RECEIVING A PLANT AND SHOW IT TO THE INSTRUCTOR FOR HIS OKAY.

_____ 2. FILL THE POT WITH SOIL UP TO ABOUT ONE INCH FROM THE TOP

_____ 3. GENTLY TAKE HOLD OF A LEAF OF THE PLANT WITH YOUR LEFT HAND. (DO NOT TAKE HOLD OF THE STEM AS YOU MAY PINCH IT AND KILL THE PLANT). WITH THE WEEDER OR POINTED STICK IN YOUR RIGHT HAND, CAREFULLY LOOSTEN THE SOIL AROUND THE ROOTS OF PLANT AND GENTLY PRY UP WITH THE STICH WHILE PULLING THE PLANT OUT BY THE LEAF.

_____ 4. WITH THE STICK STILL IN THE RIGHT HAND, DIG A HOLE IN THE SOIL LARGE ENOUGH AND DEEP ENOUGH TO ACCOMIDATE THE ROOTS OF THE PLANT

_____ 5. PLACE THE PLANT IN THE HOLE AND COVER THE ROOTS WITH SOIL BEING CAREFUL NOT TO GO TOO FAR UP ON THE STEM (NO MORE THAN 1/4 INCH)

_____ 6. PACK THE SOIL AROUND THE ROOTS AND SHOW TO THE INSTRUCTOR FOR APPROVAL.

_____ 7. FILL WATERING CAN WITH WATER. USE SPRINKLER HEAD TO DISPERSE WATER. WATER GENTLY SO AS NOT TO WASH AWAY SOIL FROM THE ROOTS. WATER UNTIL IT STARTS SEEPING THROUGH THE BOTTOM OF THE POT.

_____ 8. KEEP PLANT MOIST BY WATERING AT LEAST TWICE DAILY IN THE SUMMER

_____ 9. RETURN WATERING CAN TO IT'S PLACE ON THE SHELF

_____ 10. RETURN THE WEEDER TO IT'S PLACE ON THE WALL AND/OR THE STICK TO IT'S PLACE IN THE DRAWER

_____ 11. MAKE SURE WATER IS TRUNED OFF TIGHTLY

_____ 12. RETURN ANY OTHER TOOLS THAT ARE LAYING AROUND THE STOREROOM AND STRAIGHTEN STORAGE AREA IF NECESSARY

_____ 13. MAKE SURE WORK AREA IS LEFT NEAT AND CLEAN

TITLE: KEEPING THE NURSERY AND GREENHOUSE AREA NEAT AND CLEAN

OBJECTIVES:

1. GIVEN THE GREENHOUSE AND NURSERY AREA, THE STUDENT WILL KEEP FLATS AND POTS IN NEAT ORDER AT ALL TIMES.
2. GIVEN THE GREENHOUSE AND NURSERY AREA, A BROOMRAKE, OR A STREET BROOM AND HOSE, WHERE PAVED WALKWAYS ARE PROVIDED, THE STUDENT WILL KEEP THE WALK WAYS FREE OF WEEDS, CUTTINGS, AND OTHER CLUTTER AND FREE OF ANY MUD HOLES AT ALL TIMES.
3. GIVEN A DUST MOP, BROOM, AND DUST PAN, THE STUDENT WILL KEEP THE SHELVES DUSTED AND NEAT AND SWEEP THE SALES ROOM FLOOR AT LEAST ONCE A DAY UNLESS OTHERWISE DIRECTED BY THE EMPLOYER.
4. GIVEN A BROOMRAKE AND AN EMPTY PASTE BOARD BOX THE STUDENT WILL PICK UP CUTTINGS, PAPER, AND OTHER LITTER FROM THE PARKING AREA LEAVING IT FREE OF ALL UNNECESSARY MATERIAL.
5. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO ITS PROPER STORAGE AREA LEAVING THE STOREROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.

ACTIVITIES:

_____ 1. CONTINUALLY REARRANGE FLATS AND POTS AS THEY ARE REMOVED SO THAT THE EXTABLISHED PATTERN IS MAINTAINED AND WATERING AND MAINTENANCE ARE FACILITATED.

_____ 2. IF DIRT WALKWAYS ARE PROVIDED, USE THE BROOMRAKE AND SWEEP PERIODICALLY DISCARDING DEBRIS TO COMPOST PILE.

_____ 3. IF WATER COLLECTS ON DIRT WILK WAYS, REMOVE IT BY SWEEPING OR DIPPING AND FILL IN THE HOLE WITH GRAVEL OR SAND.

_____ 4. IF PAVED WALKWAYS ARE PROVIDED, SWEEP THEM PERIODICALLY WITH A STREET BROOM. ONCE A DAY, PREFURABLY JUST BEFORE OR RIGHT AFTER CLOSING. WASH THE WALKWAY WITH WATER AND A BROOM.

_____ 5. DUST ALL EMPTY SPACES ON THE SHELVES AS WELL AS ALL PRODUCTS ON THE SHELVES

_____ 6. PLACE NEW SHIPMENTS ON THE SHELVES AS THEY ARE RECEIVED OR AS THEY ARE DRAWN FROM THE STORE ROOM.

_____ 7. SWEEP THE SALES ROOM FLOOR AT LEAST ONCE A DAY, PREFERABLY JUST BEFORE OR RIGHT AFTER CLOSING TIME.

_____ 8. USE THE BROOM RAKE TO SWEEP CUTTINGS AND OTHER CLOSELY SCATTERED DEBRIS INTO A PILE THEN PICK IT UP AND PUT IT IN THE BOX.

_____ 9. MAKE A CIRCLE OF THE PARKING AREA PICKING UP SCATTERED PAPER AND LITTER

_____ 10. RETURN THE BROOM RAKE, STREET BROOM, HOUSE BROOM AND DUST PAN TO THEIR PROPER PLACE ON THE WALL.

_____ 11. HANG THE HOSE BACK ON THE HOSE HANGER

_____ 12. MAKE SURE WATER IS TURNED OFF TIGHTLY

_____ 13. EMPTY ORGANIC DEBRIS ON THE COMPOST PILE

_____ 14. RETURN ALL OTHER TOOLS THAT MAY BE LAYING AROUND TO THEIR PROPER PLACE AND STRAIGHTEN STORE ROOM IF NECESSARY

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
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	5	

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TITLE: MISCELLANEOUS DUTIES

OBJECTIVES:

1. GIVEN A POTTED PLANT SELECTED BY A CUSTOMER, THE STUDENT WILL CARRY THE PLANT TO AND PLACE IT IN THE CUSTOMER'S CAR BEING CAREFUL NOT TO DAMAGE THE PLANT OR GET DIRT ON OR IN THE CUSTOMER'S CAR.

ACTIVITIES:

_____ 1. PULL OFF ANY DEAD MATERIAL FROM THE PLANT AND WRAP THE POT IN A NEWSPAPER TO PREVENT ANY WATER OR DIRT FROM GETTING IN THE CUSTOMER'S CAR.

_____ 2. CARRY THE PLANT TO THE CAR CAREFULLY. IF YOU HAVE TO SET THE PLANT DOWN TO OPEN THE DOOR, SET IT ON THE GROUND, NOT ON THE CAR.

_____ 3. RECLOSE THE CAR DOOR FIRMLY BUT DO NOT SLAM IT

_____ 4. LEARN TO RECOGNIZE THE MORE COMMON PLANTS SO THAT WHEN YOU ARE ASKED TO GO GET ONE YOU CAN GO STRAIGHT TO IT BY SIGHT INSTEAD OF LOOKING CLEAR THROUGH THE NAMES.

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	

TITLE: PREPARING TREES AND SHRUBS FOR SHIPPING

OBJECTIVES:

1. GIVEN A TREE OR SHRUB IN A CAN AND A PAIR OF TIN SNIPS, THE STUDENT WILL REMOVE THE TREE OR SHRUB WITHOUT DAMAGING THE ROOTS OR STEM OR TRUNK.
2. GIVEN A TREE OR SHRUB ALREADY REMOVED FROM THE CAN AND A PRUNING SHEARS, THE STUDENT WILL PRUNE THE ROOTS BACK TO A DESIGNATED LENGTH AND SHAPE.
3. GIVEN A TREE OR SHRUB WITH ROOTS, PRUNED FOR PACKING, WRAPPING MATERIAL AND PEAT MOSS, THE STUDENT WILL MOISTEN THE PEAT MOSS AND PACK IT AROUND THE ROOTS COVERING ALL THE ROOTS SO THAT THEY WILL BE KEPT MOIST DURING SHIPING.
4. GIVEN A TREE OR SHRUB WITH PRUNED AND PACKED ROOTS, WATERPROOF WRAPING MATERIAL, WIRE AND PLIERS, THE STUDENT WILL WRAP THE PACKED ROOTS AS TIGHTLY AS POSSIBLE TO PREVENT EVAPORATION DURING SHIPPING.
5. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO ITS PROPER STORAGE AREA LEAVING THE STOREROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.

ACTIVITIES:

_____ 1. SET THE CAN ON THE FLOOR AND WITH THE TIN SNIPS, CUT THE SIDE OF THE CAN FROM TOP TO BOTTOM. DO THE SAME ON THE OPPOSITE SIDE OF THE CAN

_____ 2. SPREAD THE TWO SIDES OF THE CAN OUT SO THAT THE TREE CAN BE EASILY LIFTED OUT. CAREFULLY REMOVE THE DIRT FROM THE ROOTS EITHER BY CRUMBLING WITH THE HANDS OR GENTLY SHAKING

_____ 3. INDICATE TO THE INSTRUCTOR WHICH ROOT IS THE TAP ROOT (CENTRAL ROOT THAT RUNS STRAIGHT DOWN FROM THE BASE OF THE TREE) AND WHICH ARE THE LATERAL ROOTS (ROOTS RUNING SIDE WAYS OFF THE TAP ROOT.

_____ 4. WITH THE PRUNING SHEARS, TRIM THE TAP ROOT BACK TO 6-8 INCHES

_____ 5. TRIM THE LATERAL ROOTS BACK TO A DIAMETER OF 6-8 INCHES

_____ 6. SOAK THE PEAT MOSS IN WATER UNTIL IT IS THOROUGHLY WET. PLACE THE TREE ROOTS ON THE WRAPPING PAPER AND PACK THE MOISTENED PEAT MOSS AROUND THE ROOTS MAKING SURE ALL THE ROOTS ARE COVERED WITH PEAT MOSS

_____ 7. CAREFULLY FOLD THE WRAPPING PAPER UP OVER THE PACKED ROOTS AND ROLL IT UP TIGHTLY TO PREVENT LOSS OF MOISTURE

_____ 8. CUT OFF ABOUT A SIX INCH LENGTH OF WIRE AND WRAP IT TIGHTLY AROUND THE TOP OF THE WRAPPER BUT NOT SO TIGHT AS TO CUT INTO THE TRUCK OF THE TREE.

_____ 9. RETURN THE TIN SNIPS AND PLIERS TO THE INSTRUCTOR

_____ 10. RETURN THE WATER CAN TO IT'S PLACE ON THE SHELF

_____ 11. RETURN THE PRUNING SHEARS TO THEIR PLACE ON THE WALL

_____ 12. PICK UP ANY OTHER TOOLS THAT MAY BE LAYING AROUND AND RETURN THEM TO THEIR PROPER PLACE, STRAIGHTEN TOOL ROOM IF NECESSARY.

_____ 13. LEAVE WORK AREA CLEAN AND NEAT

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
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TITLE: MAKING AND CARING FOR A COMPOST PILE

OBJECTIVES:

1. GIVEN A GARDEN FORK, SHOVEL, GARDEN HOSE, PLANT DEBRIS, TOP SOIL AND BARNYARD MANURE, THE STUDENT WILL BUILD A COMPOST PILE 3-5 FEET HIGH.
2. GIVEN A GARDEN FORK AND A GARDEN HOSE, THE STUDENT WILL CARE FOR THE COMPOST PILE BY KEEPING IT MOIST AND TURNING IT OVER EVERY THREE MONTHS.
3. GIVEN ALL THE TOOLS REQUIRED TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO IT'S PROPER STORAGE AREA LEAVING THE STORE ROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.

ACTIVITIES:

_____ 1. PILE THE PLANT DEBRIS EVENLY OVER A SITE ABOUT 6 FEET BY 6 FEET. PACK DOWN UNTIL YOU HAVE A LAYER ABOUT 6 INCHES THICK.

_____ 2. SPREAD ABOUT 1 OR 2 INCHES OF BARNYARD MANURE OVER THE LAYER.

_____ 3. COVER THE PILE WITH TOP SOIL AND SOAK WITH WATER.

_____ 4. IF YOU HAVE MORE PLANT DEBRIS THAN YOU NEED OR AS YOU COLLECT ADDITIONAL PLANT DEBRIS, START ANOTHER LAYER, REPEATING THE SAME STEPS AS FOR THE FIRST LAYER. CONTINUE PILING ON LAYERS UNTIL YOU HAVE A PILE 3-5 FEET HIGH.

_____ 5. WHENEVER THE PILE SHOWS SIGNS OF BECOMING DRY, SOAK IT THOROUGHLY WITH WATER.

_____ 6. EVERY 3 MONTHS TURN THE PILE OVER WITH A GARDEN FORK TO HASTEN THE DECAY OF MATERIAL.

_____ 7. RETURN THE GARDEN FORK AND SHOVEL TO THEIR PROPER PLACE ON THE WALL.

_____ 8. ROLL THE GARDEN HOSE UP ON THE HOSEHANGER.

_____ 9. MAKE SURE WATER IS TURNED OFF TIGHT.

_____ 10. PICK UP ANY OTHER TOOLS THAT MAY BE LAYING AROUND AND RETURN THEM TO THEIR PROPER STORAGE AREA

_____ 11. STRAIGHTEN TOOL ROOM IF NECESSARY

_____ 12. LEAVE WORK AREA CLEAN AND NEAT

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
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	2	
	3	

VIVIAN MATSLER

GARDENING

TITLE: PLANTING LAWNS

OBJECTIVES:

1. GIVEN A SPADE, STUDENT SPADES UP GROUND UNTIL ALL OF THE GROUND FOR THE NEW LAWN IS SPADED.
2. GIVEN A SHOVEL, STUDENT SPREADS TOPSOIL ON GROUND EVENLY, UNTIL ALL OF GROUND FOR NEW LAWN IS COVERED.
3. GIVEN A RAKE, STUDENT RAKES TOPSOIL UNTIL ALL OF LAWN AREA IS RAKED SMOOTH.
4. USING HANDS, A RAKE AND A WHEELBARROW, STUDENT PICKS OUT THE WEEDS, STONES AND TRASH FROM THE SOIL AND PUTS IT INTO THE WHEELBARROW UNTIL ALL OF IT IS PICKED UP IN THE LAWN AREA.
5. GIVEN A WHEELBARROW, STUDENT TAKES TRASH TO TRASH CANS UNTIL ALL OF TRASH IS GONE.
6. GIVEN A RAKE, STUDENT RAKES SEEDBED AND SMOOTHS THE SEEDBED OUT WITH THE BACK OF THE RAKE UNTIL THE SEEDBED IS SMOOTH AND LEVEL.
7. USING A SPREADER OR HIS HAND, STUDENT SOWS THE LAWN SEED EVENLY OVER THE SEEDBED UNTIL ALL OF THE GROUND IN THE SEEDBED IS COVERED.
8. USING A RAKE, STUDENT RAKES THE SEED LIGHTLY INTO THE SOIL UNTIL ALL OF THE SEEDBED IS RAKED.
9. USING A HAND SPREADER AND A RAKE, STUDENT SPREADS FERTILIZER EVENLY AND RAKES IT LIGHTLY INTO SEEDBED UNTIL ALL OF THE SEEDBED IS COVERED.

10. GIVEN A HOSE, STUDENT SPRINKLES WATER OVER THE SEEDBED UNTIL ALL OF THE SEEDBED IS DAMP.

11. GIVEN ROPES AND STAKES, STUDENT PUTS UP A FENCE AROUND THE SEEDBED SO THAT LARGER ANIMALS AND PEOPLE WON'T GET INTO THE NEW LAWN.

ACTIVITIES:

_____ 1. GET SPADE FROM STORAGE SHED RACK

_____ 2. TAKE SPADE TO LAWN AREA

_____ 3. SPADE UP THE ENTIRE LAWN AREA AS FINELY AS POSSIBLE

_____ 4. CLEAN OF THE SPADE BY TURNING THE HOSE ON IT UNTIL ALL THE DIRT IS OFF

_____ 5. WIPE OFF WATER FROM SPADE WITH RAG

_____ 6. PUT SPADE BACK ON STORAGE SHED RACK

_____ 7. GET SHOVEL FROM RACK IN STORAGE SHED

_____ 8. TAKE SHOVEL TO LAWN AREA

_____ 9. SHOVEL TOPSOIL EVENLY OVER THE LAWN AREA

_____ 10. CLEAN OFF THE SHOVEL BY TURNING THE HOSE ON IT UNTIL ALL OF THE DIRT IS OFF

_____ 11. WIPE OFF WATER WITH RAG

_____ 12. PUT SHOVEL BACK ON STORAGE SHED RACK

_____ 13. GET RAKE FROM STORAGE AREA

_____ 14. TAKE RAKE TO END OF LAWN AREA

_____ 15. RAKE THE TOPSOIL EVENLY INTO THE SOIL FOR THE LAWN

_____ 16. GET WHEELBARROW FROM STORAGE SHED

_____ 17. TAKE WHEELBARROW AND RAKE TO LAWN AREA

_____ 18. USING THE RAKE, RAKE UP ALL OF THE WEEDS, STONES AND TRASH IN THE YARD INTO A NEAT PILE

_____ 19. BRING THE WHEELBARROW TO THE PILE OF TRASH

_____ 20. USING THE RAKE AND YOUR HANDS, PICK UP THE TRASH AND PUT IT IN THE WHEELBARROW

_____ 21. TAKE THE WHEELBARROW TO TRASH CANS

_____ 22. DUMP THE TRASH NEATLY INTO THE TRASH CANS

_____ 23. CLEAN WHEELBARROW WITH HOSE

_____ 24. DRY WHEELBARROW WITH RAG

_____ 25. PUT WHEELBARROW BACK IN SHED

_____ 26. TAKE THE RAKE AND RAKE THE SEEDBED UNTIL THE DIRT IS BROKEN UP AND FINE

_____ 27. TAKE THE RAKE AND SMOOTH OUT THE SOIL WITH THE BACK OF THE RAKE UNTIL THE SEEDBED IS EVEN

_____ 28. CLEAN RAKE WITH HOSE

_____ 29. DRY RAKE WITH RAG

_____ 30. PUT RAKE BACK IN TOOL SHED

_____ 31. GET THE SPREADER AND THE GRASS SEED FROM THE STORAGE SHED

_____ 32. TAKE THE SPREADER AND SEED TO THE LAWN AREA

_____ 33. PUT SEED IN SPREADER

_____ 34. SOW THE GRASS SEED EVENLY OVER THE SEEDBED

_____ 35. EMPTY AND CLEAN SPREADER

_____ 36. TAKE THE SPREADER AND SEED BACK TO THE STORAGE AREA

_____ 37. RAKE THE SEED GENTLY INTO THE SEEDBED

_____ 38. PUT RAKE BY SIDE OF LAWN AREA

_____ 39. GET THE HANDSPREADER AND FERTILIZER FROM THE STORAGE SHED

_____ 40. FILL THE SPREADER WITH FERTILIZER AND SPREAD THE FERTILIZER LIGHTLY OVER THE SEEDBED

_____ 41. RAKE THE FERTILIZER LIGHTLY INTO THE SEEDBED

_____ 42. CLEAN OUT THE SPREADER AND RAKE AND PUT THEM BACK IN STORAGE AREA

_____ 43. GET HOSE AND NOZZLE FROM STORAGE SHED

_____ 44. SPRINKLE WATER OVER THE SEEDBED UNTIL ALL OF SEEDBED IS COMPLETELY DAMP

_____ 45. PUT HOSE BACK IN STORAGE AREA

_____ 46. GET ROPES AND STAKES FROM STORAGE SHED

_____ 47. DRIVE STAKES INTO GROUND AROUND SEEDBED ABOUT FOUR FEET APART

_____ 48. PUT ROPE AROUND TOP OF STAKES AND BOTTOM OF STAKES TO MAKE THE FENCE

_____ 49. PUT AWAY ALL TOOLS AND MATERIALS IN STORAGE AREA

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
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TITLE: PLANTING FLOWERS

OBJECTIVES:

1. GIVEN A GARDEN SPADE, STUDENT SPADES UP ENTIRE AREA WHERE FLOWERS ARE TO BE PLANTED.
2. USING A RAKE AND HANDS AND A BASKET, STUDENT PICKS OUT STONES, WEEDS AND TRASH FROM PLANTING AREA AND PUTS THEM INTO A BASKET, THEN RAKES UP THE AREA UNTIL IT'S CLEAN AND SMOOTH.
3. GIVEN A HAND SPREADER, STUDENT SPREADS ABOUT TWO INCHES OF MANURE ON TOP OF THE PLANTING AREA UNTIL ALL OF IT IS COVERED (TWO MONTHS BEFORE PLANTING, OR AS DIRECTED)
4. GIVEN A SPADE, TOPSOIL, AND A WHEELBARROW, STUDENT SCATTERS ON TOPSOIL OVER THE PLANTING AREA, UNTIL ALL OF THE AREA IS COVERED EVENLY.
5. GIVEN A HAND SPREADER, PEAT MOSS AND SOIL AID, STUDENT SPREADS PEAT MOSS AND SOIL AID OVER THE TOP SOIL UNTIL PLANTING AREA IS EVENLY COVERED, AND AS DIRECTED.
6. GIVEN A RAKE, STUDENT RAKES THE SOIL AID AND PEAT MOSS ABOUT ONE INCH INTO ALL OF THE SOIL IN THE PLANTING AREA.
7. USING HOE AND HANDS, MAKE SHALLOW DITCHES, AND PLANT THE FLOWER SEEDS IN ROWS AND COVER THEM OVER LIGHTLY WITH SOIL, AS IS DIRECTED ON SEED PACKAGES.
8. GIVEN A HOSE AND NOZZLE, STUDENT WATERS THE SEEDS DAILY, KEEPING THEM DAMP.
9. GIVEN GUNNY SACKS, STUDENT COVERS THE SEED BED, UNTIL ALL OF THE SEEDS ARE COVERED.

10. USING HANDS, STUDENT TAKES OFF ALL OF THE GUNNY SACKS WHEN THE SEEDS START TO COME UP.

11. USING HANDS AND A BASKET, STUDENT WEEDS THE FLOWER BED EVERY DAY, PUTTING THE WEEDS IN A BASKET.

ACTIVITIES:

_____ 1. GET SPADE FROM STORAGE SHED AND TAKE IT TO THE PLANTING AREA

_____ 2. SPADE UP ALL OF THE GROUND IN THE PLANTING AREA UNTIL IT IS AS FINE AND EVEN AS YOU CAN GET IT

_____ 3. CLEAN SPADE WITH HOSE AND WIPE OFF WITH A CLEAN, DRY RAG

_____ 4. TAKE THE SPADE BACK TO THE STORAGE SHED.

_____ 5. GET RAKE AND BASKET FROM STORAGE SHED

_____ 6. TAKE RAKE AND BASKET TO AREA WHERE FLOWERS ARE TO BE PLANTED

_____ 7. PICK OUT WITH RAKE AND YOUR HANDS ALL OF THE STONES, WEEDS, AND TRASH AND PUT THEM INTO THE BASKET

_____ 8. RAKE THE AREA UNTIL IT IS SMOOTH

_____ 9. EMPTY THE TRASH IN THE BASKET INTO A TRASH CAN

_____ 10. CLEAN THE RAKE AND TAKE THE RAKE AND BASKET BACK TO THE STORAGE SHED

_____ 11. GET HAND SPREADER AND MANURE FROM STORAGE SHED

_____ 12. FILL THE SPREADER WITH MANURE

_____ 13. TAKE THE SPREADER TO THE PLANTING AREA AND SPREAD ON THE MANURE ABOUT TWO INCHES THICK

_____ 14. CLEAN OUT THE SPREADER WITH A HOSE AND WIPE IT WITH CLEAN RAGS

_____ 15. TAKE THE SPREADER AND MANURE BACK TO THE STORAGE SHED

_____ 16. GET SPADE AND WHEELBARROW FROM STORAGE SHED

_____ 17. PUT TOPSOIL IN WHEELBARROW AND TAKE IT TO THE PLANTING AREA

_____ 18. SHOVEL OUT THE TOPSOIL AND SPREAD IT ON THE PLANTING AREA

_____ 19. TAKE SHOVEL AND WHEELBARROW BACK TO THE STORAGE SHED

_____ 20. GET HAND SPREADER, PEAT MOSS AND SOIL AID FROM STORAGE AREA

_____ 21. PUT PEAT MOSS AND SOIL AID INTO HAND SPREADER AND MIX, AS IS DIRECTED ON PACKAGES

_____ 22. TAKE HAND SPREADER TO PLANTING AREA

_____ 23. SPREAD PEAT MOSS AND SOIL AID EVENLY OVER ALL OF THE PLANTING AREA

_____ 24. CLEAN THE SPREADER WITH A HOSE AND DRY WITH CLEAN RAGS

_____ 25. TAKE SPREADER, PEAT MOSS AND SOIL AID BACK TO THE STORAGE SHED

_____ 26. GET RAKE FROM STORAGE SHED

_____ 27. RAKE PEAT MOSS AND SOIL AID INTO THE SOIL EVENLY.

_____ 28. RETURN THE RAKE TO THE STORAGE SHED

_____ 29. GET HOE AND SEEDS FROM STORAGE SHED

_____ 30. TAKE THEM TO PLANTING AREA

_____ 31. MAKE SHALLOW DITCHES WITH HOE

_____ 32. PLANT SEEDS EVENLY INTO DITCHES IN NEAT ROWS, WITHOUT SCATTERING THEM

_____ 33. COVER SEEDS OVER WITH SOIL AND LIGHTLY TAP THE SOIL OVER WITH THE HOE

_____ 34. RETURN SEEDS AND HOE TO STORAGE SHED

____ 35. GET HOSE AND NOZZLE FROM STORAGE SHED

____ 36. TAKE THEM TO FLOWER AREA

____ 37. WATER THE SEEDS, USING A FINE SPRAY

____ 38. TAKE HOSE AND NOZZLE BACK TO THE STORAGE AREA

____ 39. GET GUNNY SACKS FROM STORAGE SHED

____ 40. COVER THE TOP OF THE SEED BED WITH THE GUNNY SACKS

____ 41. WHEN SEEDS START TO COME UP REMOVE GUNNY SACKS FROM THE SEED BED

____ 42. TAKE THEM TO THE STORAGE SHED AND GET OUT BASKET

____ 43. PULL UP THE WEEDS BY THE ROOTS AND PUT THEM INTO THE BASKET

____ 44. TAKE THE WEEDS TO THE TRASH CAN AND DUMP THEM

____ 45. RETURN THE BASKET TO THE STORAGE SHED

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
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TITLE: KEEPING UP LAWNS AND YARDS

OBJECTIVES:

1. GIVEN A POWER MOWER, STUDENT MOWS LAWN NEATLY AND EVENLY.
2. GIVEN HAND SHEARS, STUDENT CLOPS EDGES OF THE LAWN UNTIL ALL OF LAWN IS NEAT.
3. GIVEN HOSE AND SPRINKLER, STUDENT WATERS LAWN, ROTATING SPRINKLERS AROUND AN AVERAGE LAWN FOR THREE HOURS, ONCE A WEEK (FOR BERMUDA GRASS); AND FOR 1 1/2 HOURS, TWICE A WEEK (FOR DICHONDRA GRASS).
4. USING A RAKE AND HANDS, STUDENT RAKES LEAVES, GRASS AND TRASH INTO A PILE, KEEPING THE LAWN NEAT AND CLEAN AS MUCH AS IS NEEDED.
5. GIVEN A RAKE AND BASKET, STUDENT PICKS UP ALL OF THE TRASH AND PUTS IT INTO THE BASKET, THEN TAKES THE BASKET TO THE TRASH CAN AND EMPTIES IT UNTIL ALL OF THE TRASH IS PICKED UP AND THROWN AWAY.
6. USING SMALL GARDEN SHEARS, HANDS, AND A BASKET, STUDENT CLIPS OR BREAKS OFF DEAD BLOSSOMS, LEAVES AND LIMBS, AND PUTS THEM INTO A BASKET THEN DUMPS THEM IN TRASH CAN, AS IS NEEDED AND UNTIL TREES, SHRUBS AND FLOWERS ARE CLEAN AND NEAT.
7. GIVEN HAND SPRAYER AND INSECTICIDES, STUDENT SPRAYS PLANTS AND FLOWERS FOR INSECTS WHENEVER INSECTS APPEAR.
8. USING HANDS AND BASKET, STUDENT PULLS OUT ALL OF THE WEEDS FROM AROUND THE FLOWERS, PLANTS AND TREES AND PUTS THEM INTO THE BASKET, UNTIL ALL OF THE WEEDS ARE GONE.

ACTIVITIES:

_____ 1. GET MOWER FROM STORAGE SHED

_____ 2. TAKE MOWER TO LAWN AREA, AFTER IT HAS BEEN CHECKED OUT FOR GASOLINE

_____ 3. START MOWER AT ONE CORNER OF THE LAWN, AND GO FROM ONE END OF LAWN TO THE OTHER IN A STRAIGHT LINE

_____ 4. THEN, FROM WHERE YOU'VE LEFT OFF, GO DOWN TH THE OTHER END OF LAWN

_____ 5. CONTINUE MOWING LIKE THIS FROM ONE END OF THE LAWN TO THE OTHER UNTIL ALL OF THE LAWN HAS BEEN MOWN

_____ 6. RETURN MOWER TO STORAGE SHED AFTER CLEANING

_____ 7. GET HAND SHEARS FROM STORAGE SHED

_____ 8. GO TO EDGE OF LAWN AND CLIPALL OF THE EDGE AROUND THE LAWN UNTIL LAWN IS NEAT

_____ 9. CLEAN THE SHEARS WITH A RAG AND RETURN THEM TO THE STORAGE AREA

_____ 10. GET HOSE AND SPRINKLER FROM STORAGE SHED, AND TAKE THEM TO THE LAWN AREA

_____ 11. SCREW THE NOZZLE END OF THE HOSE INTO THE SPRINKLER, AND THE OTHER END OF THE HOSE INTO THE WATER OUTLET

_____ 12. STRETCH OUT THE HOSE AND PLACE THE SPRINKLER IN A CORNER AREA OF THE LAWN

_____ 13. KEEP MOVING THE HOSE AROUND THE LAWN UNTIL THE ENTIRE LAWN IS WATERED

_____ 14. UNSCREW SPRINKLER AND HOSE

_____ 15. TAKE THE SPRINKLER AND HOSE BACK TO THE STORAGE SHED

_____ 16. GET RAKE FROM STORAGE SHED

_____ 17. BEGINNING AT ONE END OF THE LAWN, RAKE ENTIRE LAWN, RAKING ALL OF THE LEAVES, GRASS AND TRASH INTO A PILE

_____ 18. PUT RAKE TO THE SIDE OF THE LAWN, PRONGS DOWN

_____ 19. GET BASKET FROM STORAGE SHED

_____ 20. PICK UP ALL OF THE TRASH AND THROW IT INTO THE TRASH CAN

_____ 21. TAKE THE RAKE AND BASKET BACK TO THE STORAGE SHED

_____ 22. GET THE GARDEN SHEARS FROM THE STORAGE SHED

_____ 23. TAKE SHEARS AND BASKET TO FLOWERS AND TREES IN YARD

_____ 24. BREAK OFF OR CLOP OFF WITH SHEARS ALL OF THE DEAD BLOSSOMS, LEAVES, OR LIMBS OF TREES AND PUT THEM INTO BASKET

_____ 25. TAKE BASKET TO THE TRASH CANS AND DUMP IT

_____ 26. PUT BASKET AND GARDEN SHEARS BACK IN THE STORAGE SHED

_____ 27. GET SPRAYER AND CAN OF INSECTICIDE FROM STORAGE SHED

_____ 28. FILL SPRAYER WITH INSECTICID AS DIRECTED

_____ 29. TAKE SPRAYER TO PLANTS, FLOWERS AND TREES IN THE YARD

_____ 30. SPRAY THE LEAVES, AND FLOWERS WHEREVER YOU SEE INSECTS ON THEM

_____ 31. RETURN SPRAYER AND CAN OF INSECTICIDE TO STORAGE AREA

_____ 32. GET BASKET FROM STORAGE SHED

_____ 33. TAKE IT TO TREES, PLANTS AND FLOWERS

_____ 34. PICK OUT ALL OF THE WEEDS FROM BETWEEN THE TREES, PLANTS AND FLOWERS AND PUT THEM INTO THE BASKET

_____ 35. TAKE THE BASKET OF WEEDS WHEN FINISHED TO THE TRASH CAN AND DUMP IT

_____ 36. PUT THE BASKET BACK IN THE STORAGE SHED AND LOCK UP THE STORAGE SHED

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
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TITLE: PLANTING A VEGETABLE GARDEN

OBJECTIVES:

1. GIVEN A RAKE AND BASKET, STUDENT RAKES OUT AREA FOR THE VEGETABLE GARDEN, PICKING OUT THE STICKS, STONES, AND TRASH UNTIL ENTIRE AREA IS CLEAN.
2. GIVEN A HAND SPREADER, MANURE, AND COMMERCIAL FERTILIZER, STUDENT SPREADS 3/4 INCHES OF MANURE AND FERTILIZER ON THE SOIL UNTIL ENTIRE GARDEN AREA IS COVERED EVENLY.
3. GIVEN A PLOW AND A SPADE, STUDENT PLOWS THE MANURE AND FERTILIZER INTO THE SOIL, AND THEN SPADES IT UNDER UNTIL ALL OF THE GARDEN IS SPADED AND PLOWED.
4. GIVEN A RAKE, STUDENT RAKES THE SOIL IN THE GARDEN AREA LIGHTLY, UNTIL ALL OF IT IS EVEN AND LOOSE.
5. GIVEN STAKES AND STRING, STUDENT MAKES STRAIGHT ROWS ABOUT FOUR FEET APART (OR AS DIRECTED ON SEED PACKAGES), BY PUTTING STAKES AT EACH END OF THE GARDEN AREA, THEN PUTTING STRING FROM ONE STAKE TO ITS OPPOSITE, UNTIL ALL OF THE ROWS ARE STAKED OUT.
6. GIVEN A HOE, STUDENT MAKES, WITH A CORNER OF THE HOE, DITCHES (OR FURROWS) IN ALL THE ROWS UNDER THE STRING THAT ARE ABOUT 1/4 TO 2 INCHES DEEP, OR AS DIRECTED ON THE SEED PACKAGES.
7. GIVEN SEEDS, STUDENT PUTS ABOUT 4 SEEDS IN EVERY FOOT OF THE FURROW (OR AS DIRECTED ON THE SEED PACKAGES), UNTIL ENTIRE GARDEN HAS BEEN PLANTED.

8. GIVEN A HOE, STUDENT HOES DIRT OVER THE SEEDS, AND PATS IT DOWN GENTLY WITH THE FLAT OF THE HOE UNTIL ALL OF THE SEEDS ARE COVERED.
9. GIVEN A HOSE AND NOZZLE, STUDENT SPRINKLES THE SOIL LIGHTLY ON ALL OF THE GARDEN, KEEPING IT DAMP EVERY DAY.
10. USING HANDS, STUDENTS PULLS OUT WEEDS FROM BETWEEN THE PLANTS WHENEVER THEY COME UP.

ACTIVITIES:

_____ 1. GET RAKE AND BASKET FROM STORAGE SHED

_____ 2. TAKE RAKE AND BASKET TO GARDEN AREA

_____ 3. BEGINNING AT ONE END OF GARDEN AREA, RAKE ALL OF THE STICKS, STONES AND TRASH UP INTO A PILE

_____ 4. PUT ALL OF THE STICKS, STONES AND TRASH INTO A BASKET

_____ 5. TAKE THE TRASH TO THE TRASH CAN AND DUMP IT

_____ 6. TAKE RAKE AND BASKET BACK TO STORAGE SHED

_____ 7. GET HAND SPREADER, FERTILIZER, AND MANURE FROM STORAGE SHED

_____ 8. FILL THE SPREADER WITH FERTILIZER AND MANURE

_____ 9. TAKE THE SPREADER TO THE GARDEN AREA

_____ 10. START AT ONE END OF GARDEN AREA AND SPREAD THE MANURE AND FERTILIZER OVER THE ENTIRE AREA, EVENLY

_____ 11. CLEAN OUT THE SPREADER WITH A HOSE AND DRY WITH CLEAN RAGS

_____ 12. TAKE THE SPREADER, FERTILIZER, AND MANURE BACK TO THE STORAGE SHED

_____ 13. GET PLOW AND SPADE FROM STORAGE SHED

_____ 14. START AT ONE END OF THE GARDEN AREA AND PLOW THE MANURE AND FERTILIZER INTO THE SOIL

_____ 15. START AT ONE END AND SPADE UNDER ALL OF THE GARDEN AREA

_____ 16. CLEAN OFF THE PLOW AND SPADE WITH A HOSE, AND DRY THEM WITH CLEAN RAGS

_____ 17. TAKE THE PLOW AND SPADE BACK TO THE STORAGE AREA

_____ 18. GET RAKE FROM STORAGE SHED

_____ 19. START AT ONE END AND RAKE OVER THE ENTIRE GARDEN AREA LIGHTLY

_____ 20. CLEAN OFF RAKE WITH HOSE AND DRY WITH A RAG

_____ 21. TAKE THE RAKE BACK TO THE STORAGE SHED

_____ 22. GET STAKES AND STRING FROM STORAGE SHED, AND TAKE TO GARDEN AREA

_____ 23. PUT ONE STAKE IN THE GROUND AT ONE END OF GARDEN, AND THE OTHER STAKE IN THE GROUND OPPOSITE IT.

_____ 24. TIE STRING AROUND THE FIRST STAKE AND PULL IT ACROSS TIGHTLY TO THE OTHER STAKE

_____ 25. TIE IT AROUND THE OTHER STAKE

_____ 26. MAKE ROWS ABOUT 4 FEET APART, BY USING THE STAKES AND STRING

_____ 27. GET A HOE FROM THE STORAGE SHED AND TAKE IT TO GARDEN AREA

_____ 28. MAKE FURROWS UNDER ALL OF THE STRINGS WITH A CORNER OF THE HOE

_____ 29. TAKE HOE BACK TO STORAGE SHED

_____ 30. GET SEEDS FORM STORAGE SHED

_____ 31. TAKE SEEDS TO GARDEN AREA

_____ 32. PLANT SEEDS IN FURROWS ABOUT THREE INCHES APART

_____ 33. GET HOE FROM STORAGE SHED AND TAKE TO GARDEN AREA

_____ 34. HOE THE DIRT OVER THE SEEDS AND PAT IT DOWN GENTLY WITH THE FLAT OF THE HOE

_____ 35. GET HOSE AND NOZZLE FROM STORAGE SHED

_____ 36. TAKE HOSE AND NOZZLE TO GARDEN AREA

_____ 37. WATER THE GARDEN EVENLY, UNTIL IT IS DAMP

_____ 38. TAKE HOSE AND NOZZLE BACK TO THE STORAGE SHED

_____ 39. PULL OUT WEEDS FROM BETWEEN PLANTS

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
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	10	

FRIEDA COCHRAN

COTTON FARM LABORER

TITLE: CLEANING DITCHES ALONGSIDE ROADWAYS

OBJECTIVE:

1. GIVEN A SHOVEL, STUDENT REMOVES MUD, LEAVES, TWIGS, ROCKS AND TRASH FROM DITCH; EVERYTHING MUST BE CLEARED OUT OF DITCH SO WATER CAN RUN FREELY.

ACTIVITIES:

_____ 1. GO TO SHED FOR SHOVEL

_____ 2. PUT SHOVEL IN TRUCK

_____ 3. GO TO DITCH AND SHOVEL MUD, LEAVES, TWIGS, ROCKS AND TRASH OUT OF THE DITCH AND PUT THESE THINGS INTO THE TRUCK.

_____ 4. TAKE TRASH TO THE DUMP AND EMPTY OUT THE TRUCK WITH THE SHOVEL

_____ 5. CLEAN OUT THE TRUCK - HOSE OUT IF NECESSARY

_____ 6. CLEAN THE SHOVEL

_____ 7. RETURN THE SHOVEL TO IT'S PROPER PLACE IN THE SHED

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	

TITLE: IRRIGATING COTTON FIELDS

OBJECTIVE:

1. WITH A HOSE STUDENT RUNS WATER INTO ROWS UNTIL FIELD IS EVENLY WET.

ACTIVITIES:

_____ 1. PLACE HOSE INTO FIRST ROW

_____ 2. TURN WATER ON.

_____ 3. WHEN ROW IS FILLED WITH WATER, REMOVE HOSE AND PLACE INTO NEXT ROW.

_____ 4. WHEN EACH ROW HAS BEEN FILLED WITH WATER, TURN WATER OFF

EVALUATION:

IF DONE	OBJECTIVES	COMMENTS
	1	

TITLE: WEEDING ALONG OUTSIDE DITCHES WITH HERBICIDE

OBJECTIVE:

1. GIVEN HERBICIDE IN A SPRAYER, STUDENT SPRAYS WEEDS ALONGSIDE DITCHES BEING CAREFUL NOT TO GET SPRAY ON ANYONE.

ACTIVITIES:

_____ 1. GET SPRAYER FROM FOREMAN

_____ 2. HAVE FOREMAN FILL SPRAYER WITH HERBICIDE

_____ 3. GO TO OUTSIDE DITCH AND SPRAY WEEDS.

_____ 4. FOLLOW SAFETY RULES: A) DO NOT GET SPRAY ON YOURSELF OR ANYONE ELSE.
B) AVOID GETTING SPRAY ON TREES OR BUSHES NEAR DITCHES.

_____ 5. AFTER DITCH HAS BEEN SPRAYED TAKE SPRAYER BACK TO SHED AND CLEAN IT.

_____ 6. RETURN SPRAYER TO SHED AND PUT IT IN ITS PROPER PLACE

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	

TITLE: WEEDING ALONG OUTSIDE DITCHES WITH HOE

OBJECTIVE:

1. GIVEN A HAND HOE STUDENT CHOPS OUT WEEDS ALONGSIDE DITCHES UNTIL ALL WEEDS ARE REMOVED.

ACTIVITIES:

_____ 1. GET HOE FROM SHED

_____ 2. GO TO OUTSIDE DITCH

_____ 3. CHOP OUT ALL WEEDS ALONGSIDE DITCH

_____ 4. CLEAN HOE

_____ 5. RETURN HOE TO SHED INTO ITS PROPER PLACE

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	

TITLE: WEEDING ALONG OUTSIDE DITCHES WITH A WEED BURNER

OBJECTIVE:

1. GIVEN A WEED BURNER STUDENT BURNS OUT WEEDS ALONGSIDE DITCHES; WEEDS MUST BE BURNED DOWN TO THE GROUND. OBSERVE SAFETY RULES.

ACTIVITIES:

_____ 1. GET WEED BURNER FROM FOREMAN

_____ 2. GO TO OUTSIDE DITCH

_____ 3. START WEED BURNER AND BURN THE WEEDS CLOSE TO GROUND

_____ 4. OBSERVE SAFETY RULES: A) DO NOT POINT BURNER AT PEOPLE, FENCES, THE TRUCK OR YOURSELF.
B) DO NOT USE THE BURNER IF THERE IS A HIGH WIND.

_____ 5. AFTER BURNING IS DONE, TURN OFF THE BURNER

_____ 6. RETURN BURNER TO FOREMAN

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	

TITLE: CHOPPING WEEDS IN THE FIELD

OBJECTIVE:

1. GIVEN A HAND HOE, STUDENT HOES OUT WEEDS AND GRASS IN EACH ROW BEING CAREFUL NOT TO HOE OUT COTTON PLANTS.

ACTIVITIES:

_____ 1. GET HOE FROM SHED

_____ 2. START DOWN FIRST ROW AND HOE OUT WEEDS AND GRASS BEING CAREFUL NOT TO CHOP OUT THE COTTON PLANTS

_____ 3. AFTER FIRST ROW IS HOED, START BACK IN SECOND ROW AND HOE OUT WEEDS

_____ 4. HOE ALL THE ROWS

_____ 5. CLEAN THE HOE

_____ 6. RETURN HOE TO SHED INTO ITS PROPER PLACE

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	

TITLE: WEEDING FIELDS WITH HERBICIDES

OBJECTIVE:

1. GIVEN A HAND SPRAYER FILLED WITH HERBICIDE STUDENT SPRAYS WEEDS AND GRASS IN THE FIELDS BEING CAREFUL TO SPRAY WEEDS AND GRASS ONLY. GREAT CARE MUST BE TAKEN NOT TO GET HERBICIDE ON THE COTTON PLANTS.

ACTIVITIES:

_____ 1. GET THE HAND SPRAYER FROM THE SHED

_____ 2. HAVE FOREMAN FILL THE SPRAYER WITH HERBICIDE

_____ 3. START AT BEGINNING OF FIRST ROW AND SPRAY GRASS AND WEEDS IN THE ROW. BE CAREFUL NOT TO GET SPRAY ON THE COTTON PLANTS.

_____ 4. AFTER FIRST ROW HAS BEEN SPRAYED, START BACK IN THE SECOND ROW AND SPRAY IT THE SAME WAY YOU DID THE FIRST ROW.

_____ 5. AFTER ALL ROWS HAVE BEEN SPRAYED TAKE SPRAYER BACK TO SHED.

_____ 6. CLEAN THE SPRAYER BEFORE STORING IT IN ITS USUAL PLACE

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	

TITLE: LOADING COTTON BALES

OBJECTIVE:

1. GIVEN BALES, A HOOK AND TRUCK, STUDENT ROLLS BALES ONTO TRUCK AND BALANCES AND POSITIONS THEM BEING CAREFUL NOT TO LET BALES FALL ON ANYONE.

ACTITITIES:

_____ 1. USING HOOK, PLACE BALE IN POSITION ON TRUCK MAKING SURE THAT BALE IS BALANCED PROPERLY.

_____ 2. FOLLOW SAFETY RULES: A) DO NO BRING HOOK CLOSE TO YOURSELF OR ANYONE ELSE.

B) TAKE CARE THAT BALE DOES NOT FALL ON ANYONE.

_____ 3. AFTER TRUCK IS LOADED, RETURN HOOK TO ITS PROPER PLACE IN SHED.

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	

TITLE: CLEANING THE FIELDS AFTER THE HARVEST

OBJECTIVE:

1. GIVEN A STALK SHREDDER AND TRACTOR, STUDENT CUTS DOWN THE COTTON STALKS; STALKS MUST BE CUT TO A PROPER SETTING ON THE SHREDDER.

ACTIVITIES:

_____ 1. HAVE FOREMAN ATTACH STALK SHREDDER TO TRACTOR WITH THE PROPER SETTING

_____ 2. DRIVE TRACTOR TO THE FIELD

_____ 3. DRIVE BETWEEN ROWS AND CUT DOWN STALKS

_____ 4. WHEN ROWS OF STALKS ARE ALL CUT DOWN, DRIVE TRACTOR BACK TO WHERE IT IS ALWAYS KEPT

_____ 5. TURN EQUIPMENT OFF

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	

RAY DONOVAN

CABINET - COUNTERTOP PRODUCTION WORKER

TITLE: COUNTER TOP PRE-ASSEMBLY

OBJECTIVES:

1. GIVEN MOVEABLE CART WITH AUXILLARY RACKS, THE TRAINEE WILL OBTAIN MATERIAL FROM SUPPLY FOR 1/2 DAY WORK AND TRANSPORT TO WORK AREA WITH 100% EFFECTIVENESS.
2. GIVEN HEAVY DUTY ROUTER, BRUSH, GLUE POT THE TRAINEE WILL ROUT OUTER EDGES OF ROUGH COUNTER TOP AND APPLY GLUE TO ROUT.
3. GIVEN PREPARED TOP, TRIM AND ROLL EDGE STRIPS, RUBBER MALLET, AND WIPE RAGE, THE TRAINEE WILL TAP TRIM AND ROLL STRIPS INTO PREPARED ROUT AND WIPE EXCESS GLUE FROM TRIM STRIPS.

ACTIVITIES:

_____ 1. WHEEL CART TO SUPPLY AREA

_____ 2. LOAD ROUGH TOPS ON BODY OF CART

_____ 3. LOAD ROLL EDGES ON UPPER SIDE RACK

_____ 4. LOAD TRIM STRIP ON LOWER SIDE RACK

_____ 5. TRANSPORT CART TO WORK/ASSEMBLY AREA.

_____ 6. ROUT SIDE EDGES OF ROUGH TOP

_____ 7. BRUSH GLUE INTO ROUT

_____ 8. INSERT ROLL EDGE INTO ROUT

_____ 9. INSERT TRIM STRIP INTO ROUT

_____ 10. TAP EDGE AND TRIM FIRMLY INTO GLUED ROUT WITH RUBBER MALLET

_____ 11. WIPE EXCESS GLUE FROM TRIM AND ROLL STRIPS

_____ 12 STACK ASSEMBLED TOPS ON WHEELED CARRIES.

IF DONE	OBJECTIVE	COMMENTS
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	2	
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TITLE: COUNTER TOP COVERING

OBJECTIVES:

1. GIVEN PRE-ASSEMBLED TOPS AND WHEELED CART THE TRAINEE WILL TRANSPORT TOPS TO WORK AREA WITH NO INJURY TO EQUIPMENT, MATERIAL OR EMPLOYEES.
2. GIVEN PRE-ASSEMBLED TOPS, FORMICA COVER MATERIAL, PNEUMATIC SPRAY EQUIPMENT, ADHESIVE AND SPRAY BOOTH, TRAINEE WILL SPRAY ADHESIVE TO PRE-ASSEMBLED TOP AND FORMICA COVERING, EVENLY, WITH 100% COVERAGE IN THREE MINUTE TIME INTERVAL.
3. GIVEN PRE-ASSEMBLED PREPARED TOP AND PREPARED FORMICA COVERING, FIXTURE, COLD PRESS AND TRIM MACHINE THE TRAINEE WILL APPLY PREPARED FORMICA COVERING TO PRE-ASSEMBLED PREPARED TOP IN THE JIG FIXTURE AND FEED THROUGH THE COLD PRESS AND TRIMMER MACHINE ACCURATELY IN 3 MINUTE TIME INTERVAL.

ACTIVITIES:

_____ 1. WHEEL CART TO SUPPLY AREA

_____ 2. LOAD PRE-ASSEMBLED TOPS ON BODY OF CART

_____ 3. LOAD FORMICA COVERING ON TRAY OF CART

_____ 4. TRANSPORT LOADED CART TO SPRAY BOOTH AREA.

_____ 5. SPRAY ADHESIVE LIGHTLY AND EVENLY ON TOP SURFACE.

_____ 6. SPRAY BACK SIDE OF FORMICA COVERING LIGHTLY AND EVENLY WITH ADHESIVE

_____ 7. INSERT PREPARED PRE-ASSEMBLED TOP INTO JIG FIXTURE

_____ 8. APPLY PREPARED FORMICA COVERING TO PRE-ASSEMBLED, PRE-PARED TOP.

_____ 9. FEED JIG FIXTURE CONTAINING COVERED TOP THROUGH COLD PRESS-TRIM MACHINE

_____ 10. STACK COVERED TOPS ON WHEELED CARRIERS

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
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	2	
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TITLE: COUNTER TOP CURING AND FORMING

OBJECTIVES:

1. GIVEN A WHEELED CART AND COVERED TOPS THE TRAINEE WILL TRANSPORT THE COVERED TOPS TO THE WORK AREA WITH NO INJURY TO MATERIAL, EQUIPMENT OR EMPLOYEES.
2. GIVEN COVERED TOPS AND HOT PRESS FORMER, THE TRAINEE INSERT COVERED TOPS INTO JIG FIXTURE ON THE HOT PRESS FORMER ACCURATELY WITH A 3 MINUTE TIME INTERVAL.
3. GIVEN A LOADED JIG FIXTURE AND HOT PRESS FORMER THE TRAINEE WILL OPERATE THE TRAINEE WILL OPERATE THE FORMING BARS TO BEND THE COVERED TOP TO DRIP EDGE AND BACK SPLASH PANEL SHAPES IN A 3 MINUTE TIME INTERVAL.
4. GIVEN HOT PRESSED FORMED TOPS THE TRAINEE WILL UNLOAD THE JIG FIXTURE AND TRANSFER FINISHED TOP TO WHEELED CART WITH NO INJURY TO MATERIAL, EQUIPMENT OR EMPLOYEES.

ACTIVITIES:

_____ 1. WHEEL LOADED CART TO WORK AREA.

_____ 2. INSERT COVERED TOP INTO JIG FIXTURE

_____ 3. INSTALL JIG FIXTURE IN HOT PRESS FORMER

_____ 4. LEVER OPERATE THE DRIP EDGE FORMING BAR

_____ 5. LEVER OPERATE THE BACK SPLASH PANEL FORMING BAR

_____ 6. RELEASE FORMING BAR LEVERS.

_____ 7. REMOVE JIG FIXTURES FROM HOT PRESS FORMER

_____ 8. STACK FINISHED TOP ON WHEELED CART

EVALUATION:

IF DONE	OBJECTIVE	COMMENTS
	1	
	2	
	3	

RODNEY JILG, PH.D.

CONCRETE FINISHER'S HELPER

TITLE: CONCRETE FINISHER'S HELPER

OBJECTIVES:

1. GIVEN PREPARED FORMS, DELIVERED CONCRETE SHOVEL AND SCREED BOARD, THE STUDENT WILL WITH THE ASSISTANCE OF CONCRETE FINISHER SCREED THE ROUGH POURED CONCRETE UNIFORMLY WITHIN THE FORMS TO A UNIFORM DEPTH WITHIN A 100% OF THE FORMED AREA.
2. GIVEN A PAIR OF RUBBER BOOTS, A 18" X 28" SCREEN TAMP, AND A PAIR OF WORKMAN'S GLOVES, A HOSE AND WATER SUPPLY THE STUDENT WILL TAMP THE FRESHLY POURED CONCRETE IN THE PREPARED FORM TO INSURE NO CAVITIES OR AIR BUBBLES WITH A 100% EFFECTIVENESS.
3. GIVEN EDGING TROWELS, THE STUDENT WILL AT THE DIRECTION OF THE CEMENT FINISHER EDGE THE PERIMETER AND SCORE THE EXPANSION JOINT OF THE NEWLY POURED CONCRETE WITH 100% EFFECTIVENESS.
4. GIVEN HAND AND MECHANICAL TROWELS AT THE DIRECTION OF THE CONCRETE FINISHER THE STUDENT WILL TROWEL THE SURFACE OF THE NEWLY PLACED CONCRETE.
5. GIVEN A WRECKING BAR AND HAMMER THE STUDENT WILL, AT THE DIRECTION OF THE CONCRETE FINISHER, REMOVE THE FORMS CONTAINING THE FINISHED CONCRETE WITH 100% EFFECTIVENESS.

ACTIVITIES:

_____ 1. WITH SHOVEL, HELP DISTRIBUTE CONCRETE IN FORMS

_____ 2. ASSIST CONCRETE FINISHER TO SCREED CONCRETE TO HEIGHT OF FORMS

_____ 3. PUT ON BOOTS AND GLOVES FOR USING TAMP

_____ 4. WORK FRESH CONCRETE SLOWLY AND COMPLETELY TO REMOVE BUBBLES AND CAVITIES.

_____ 5. CLEAN SCREED BOARD AND TAMP COMPLETELY WITH HOSE AND WATER.

_____ 6. GET EDGING AND SCORING TROWEL FROM TOOL BOX.

_____ 7. OPERATE EDGING TROWEL AROUND PERIMETER OF FORM.

_____ 8. OPERATE SCORING TROWEL AT DIRECTION OF CONCRETE FINISHER.

_____ 9. CLEAN TROWELS WITH HOSE AND WATER.

_____ 10. START MECHANICAL TROWEL

_____ 11. OPERATE MECHANICAL TROWEL OVER SLAB AREA

_____ 12. TAKE HAND TROWEL AND TROWEL OUTER EDGES; THIS IS TO BE DONE, GENERALLY, 3 TIMES AT THE DIRECTION OF THE CONCRETE FINISHER

_____ 13. CLEAN MECHANICAL AND HAND TROWELS WITH HOSE AND WATER

_____ 14. GET WRECKING BAR AND HAMMER

_____ 15. REMOVE FORMS FROM PERIMETER OF SLAB AT DIRECTION OF CONCRETE FINISHER

_____ 16. LOAD DISASSEMBLED FORMS ONTO TRUCK FOR REMOVAL TO ASSIGNED AREA

IF DONE	OBJECTIVE	COMMENTS
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